DOCUMENT RESUME

ED 166 341 UD 019 140

AUTHOR Williams, Jeffrey W., Comp.
TITLE Students and Schools.
INSTITUTION National Center for Education Statistics (DHEW), Washington, D.C.
PUB DATE 79
NOTE 93p.; Not available in hard copy due to print size of the original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Academic Achievement; *Census Figures; Delinquency; *Demography; Educational Finance; *Elementary Secondary Education; Public Opinion; *Statistical Data; *Student Characteristics; *Urban Education; Youth Employment

ABSTRACT

In this report charts, tables and graphs of statistics related to urban education are compiled. These facts are derived from 1977 and 1978 statistical compilations of the National Center for Education Statistics. Facts cited include: (1) demographic changes in large American cities with respect to population and jobs (1960-1976); (2) characteristics of student achievement; (3) youth employment, and graduate activities; (4) revenues and expenditures for public elementary and secondary education; (5) public opinion concerning schools; and (5) crime in the schools. A short analysis of the data is included. (WI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Students and Schools

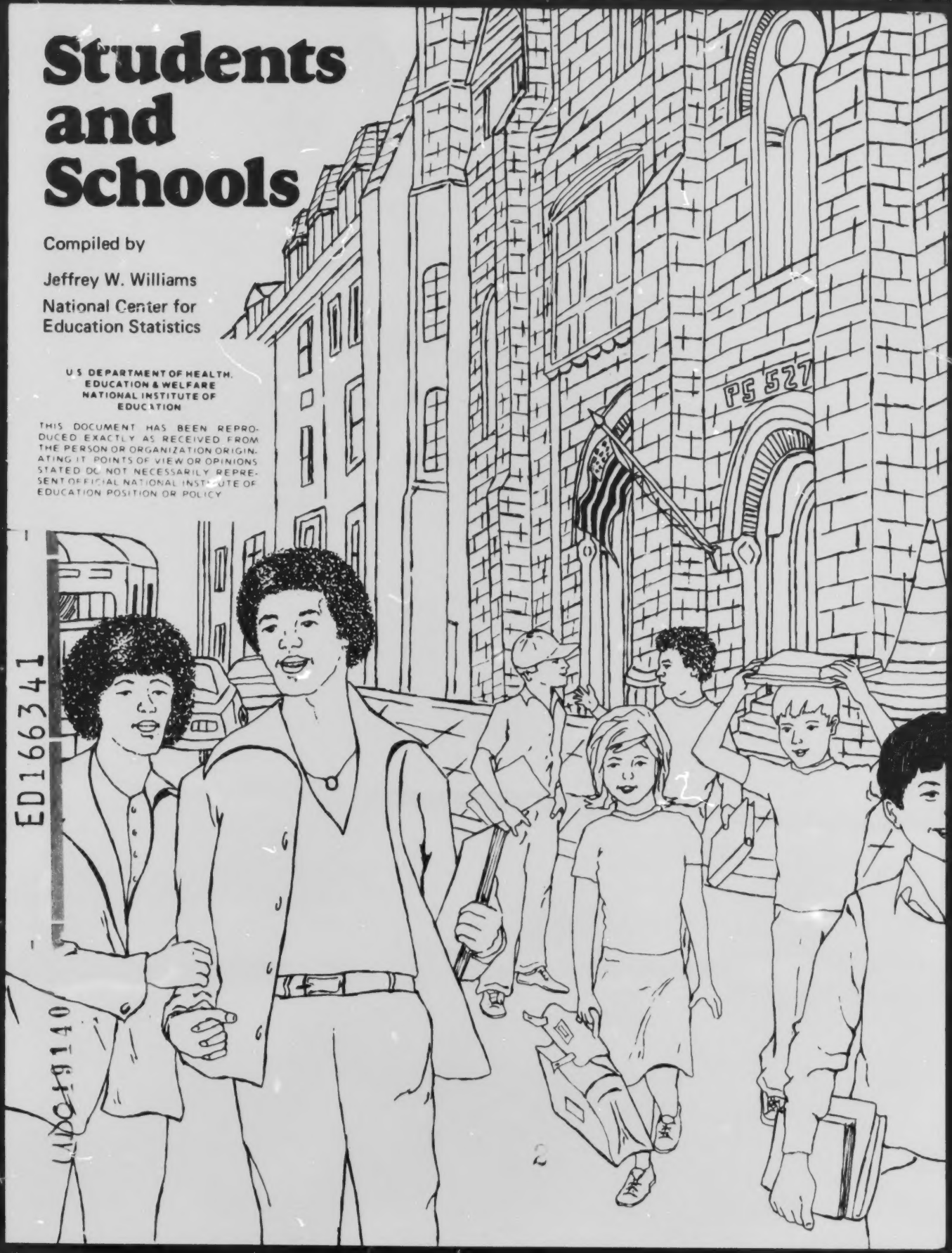
Compiled by

Jeffrey W. Williams

National Center for Education Statistics

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



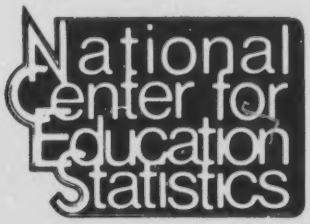
ED166341

UD019140

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Joseph A. Califano, Jr., *Secretary*

Education Division
Mary F. Berry, *Assistant Secretary for Education*

National Center for Education Statistics
Marie D. Eldridge, *Administrator*



NATIONAL CENTER FOR EDUCATION STATISTICS

"The purpose of the Center shall be to collect and disseminate statistics and other data related to education in the United States and in other nations. The Center shall . . . collect, collate, and, from time to time, report full and complete statistics on the conditions of education in the United States; conduct and publish reports on specialized analyses of the meaning and significance of such statistics; . . . and review and report on education activities in foreign countries."--Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

FEB 9 1979

FOREWORD

Students and Schools brings facts about urban education to the attention of more people than those who read periodic statistical reports. Most of the tables and charts reproduced here were selected from two of the three periodic statistical compilations of the National Center for Education Statistics (NCES); The Condition of Education Report, 1978 Edition and the Digest of Education Statistics, 1977-78. (The third periodic statistical report is Projections of Education Statistics, published biennially.)

Leslie J. Silverman, Mary A. Golladay, Roy C. Nehrt, and Gerald Kahn participated in the planning of this publication. Janet Swann extracted data from the Survey of Income and Education data file. Loretta Wright was the editor and Philip Carr was responsible for graphics and drew the urban scene on the cover.

Marie D. Eldridge
Administrator
National Center for
Education Statistics

Leslie J. Silverman
Acting Director
Division of Elementary and
Secondary Education Studies

CONTENTS

	Page
FOREWORD	iii
INTRODUCTION	1
I. DEMOGRAPHIC CHANGES IN LARGE U. S. CITIES	
1. Population Changes, 1970 to 1976	4
2. Changes in Population and Jobs from 1960 to 1970	6
II. STUDENTS	
A. Characteristics of Student Population	
3. School-Age Children in Families Below the Poverty Level: 1975	12
4. Distribution of Black Students in Public Elementary and Secondary Schools	14
5. Geographic Distribution of School-Age Children with Non-English-Language Backgrounds in the United States, Spring 1976	16
6. Population Percentage and School Enrollment of Handicapped Persons	18
7. Preprimary Enrollment of 3- to 5-Year-Olds	20
8. Enrollment in Regular Day Schools	22
9. Enrollment in Private Elementary and Secondary Schools	24
B. Student Achievement	
10. Achievement in Subject Areas by Age and Racial/ Ethnic Group	26
11. Reading Performance by Race and Region in 1971 and 1975	28
12. National Assessment of Educational Progress for age 9, by subject and by selected characteristics of participants: United States, 1969-73	30

Page

13. National Assessment of Educational Progress for age 13, by subject and by selected characteristics of participants: United States, 1969-73 ____ 31

14. National Assessment of Educational Progress for age 17, by subject and by selected characteristics of participants: United States 1969-73 ____ 32

15. National Assessment of Educational Progress for young adults (ages 26-35), by subject and by selected characteristics of participarts: United States, 1969-73 ____ 33

16. National Assessment of Educational Progress in science for ages 9, 13, and 17, by selected characteristics of participants: United States, 1969-70 and 1972-73 ____ 34

17. National Assessment of Educational Progress in reading for ages 9, 13, and 17, by selected characteristics of participants: United States, 1970-71 and 1974-75 ____ 35

18. National Assessment of Educational Progress in citizenship for ages 13 and 17, by selected characteristics of participants: United States, 1975-76 ____ 36

19. The Educational Disadvantage of Language - Minority Persons in the United States, Spring 1976 ____ 37

C. Youth Employment and Post-Graduate Activities

20. Youth Unemployment by Educational Attainment ____ 38

21. College enrollment and labor force status of 1976 high school graduates, by sex, race, and marital status of women: United States, October 1976 ____ 40

22. Employment status of 1976 high school graduates not enrolled in college and of 1975-76 school dropouts, by sex, race, and marital status of women: United States, October 1976 ____ 41

23. Youth Unemployment ____ 42

24. Enrollment in Institutions of Higher Education, by Racial/Ethnic Group ____ 44

Page

25. Distribution of College Enrollment by Race and Sex ____ 46

26. College Enrollment Rates, by Family Income and Racial/Ethnic Origin ____ 48

27. Financial Aid Status and College Withdrawal Rates ____ 50

28. Educational Attainment by Receipt of Financial Aid ____ 52

29. Degrees Earned by Racial/Ethnic Group ____ 54

III. SCHOOLS

A. Revenues and Expenditures for Public Elementary and Secondary Education

30. Per-Pupil Revenue for Elementary and Secondary Education by Source ____ 58

31. Revenue and Expenditure Patterns of Large City School Systems ____ 60

32. Summary of Expenditures for Public Elementary and Secondary Education, by Purpose and by State: 1975-76 ____ 62

33. Federal Funds Obligated by the Office of Education, by Program Area and by State: Fiscal Year 1976 ____ 64

34. Results of Public School Bond Elections: United States, 1957-58 to 1975-76 ____ 65

35. Financial Support for Large City School Systems by Black Enrollment and Poverty Rate ____ 66

36. Selected Statistics on Public Elementary and Secondary Schools in 20 Large Cities Compared with the United States Totals: 1976-77 ____ 68

B. Public Opinion Concerning Schools

37. Rating Schools and Other Neighborhood Services: Public Opinion ____ 68

38. Public Opinion: Confidence in the People Running Institutions ____ 70

39. Problems Facing the Public Schools: Public Opinion ____ 72

Page

40. Greatest Problem Facing the Public School Teacher: Teachers' Opinion ____ 74

41. Serious Problems in the Schools: Public Secondary School Principals' Opinions ____ 76

42. Integrated Schools and Interdistrict Busing: Public Opinion ____ 78

43. Attitudes of Whites to Sending Children to School With Blacks ____ 80

44. Quality of the Public Schools: Parents' Opinion ____ 82

C. Crime in the Schools

45. Number and Percent of Schools Reporting Criminal Offenses to the Police in a 5 Month Period, by Type of Offense and Level and Location of School: September 1974 through January 1975 ____ 84

INTRODUCTION

Students and Schools is divided into three major sections: I. Demographic Changes in Large U.S. Cities, II. Students, and III. Schools. The table and chart numbers appear here as they are found in their original sources: Condition of Education Reports and in the Digest of Education Statistics, 1977-78. Additionally, the charts and tables are numbered consecutively in this report from one through 45.

Entry number one, "Population Changes, 1970 to 1976" was derived from data provided in a Bureau of the Census press release dated November 19, 1978. It should be noted that some increases in population resulted from annexations of land rather than by natural increase (excess of births over deaths) or a net in-migration. The sizable increase in the population of Houston, for example, resulted in part from annexations effected during the past several years. Entry number two "Changes in Population and Jobs from 1960 to 1970" in several large U.S. cities was taken from the Condition of Education Report, 1977 Edition. Seymour Sacks, Professor of Economics, Maxwell School, Syracuse University did the analysis from which the table was drawn. Entries 5 and 19 were derived from data provided by the Survey of Income and Education (SIE) conducted in Spring 1976.

The Condition of Education Report, 1978 Edition is the source of the following entries (see Contents): 3, 4, 6-12, 20, 23-31, 35, and 37-45. The Digest of Education Statistics, 1977-78 is the source of the following entries: 13-18, 21, 22, 32-34, and 36. The U.S. Government Printing Office Stock Number of the Condition of Education Report, 1978 Edition is 017-080-01822-5. The number of the Digest of Education Statistics, 1977-78 is NCES 78-402.

I. DEMOGRAPHIC CHANGES IN LARGE U.S. CITIES

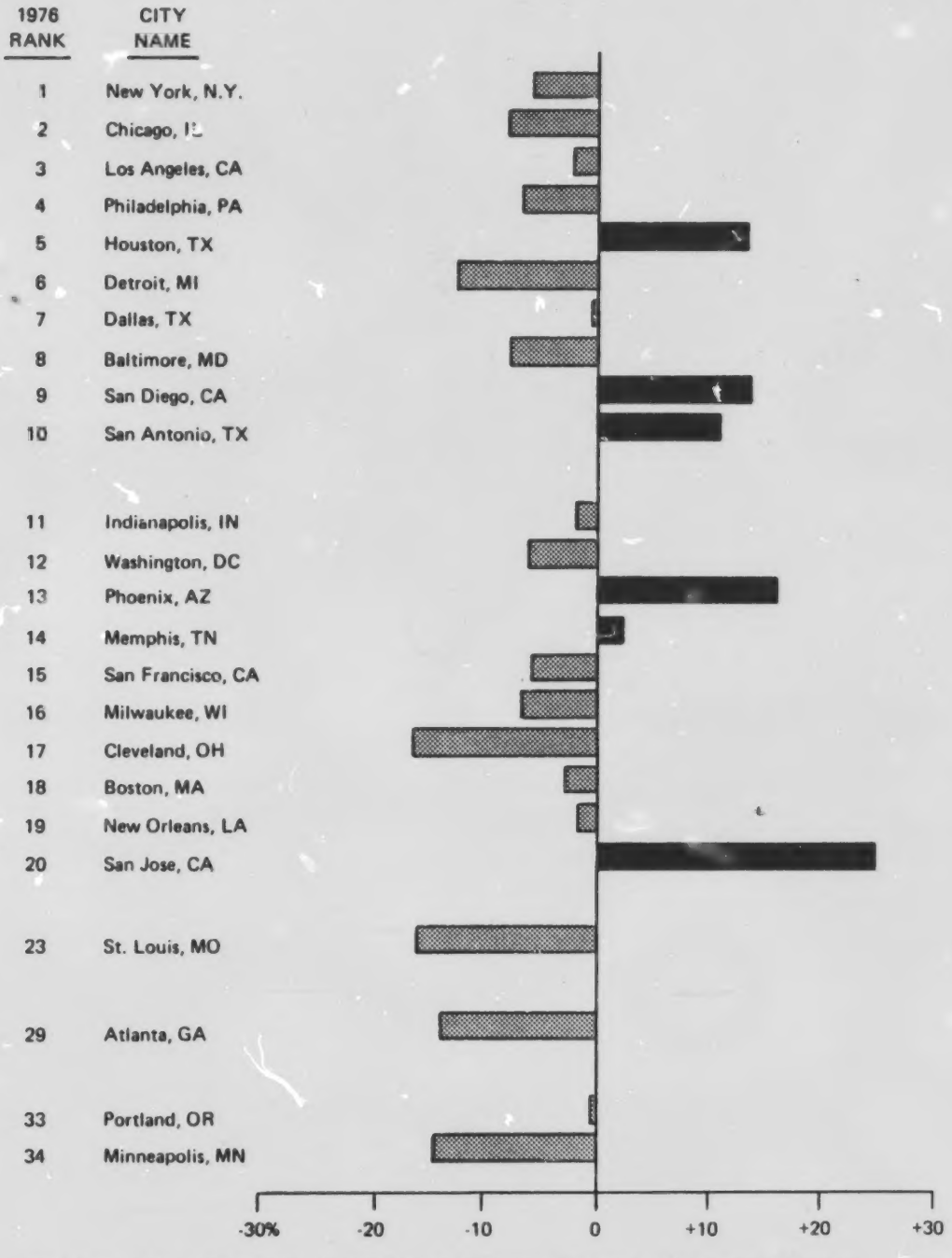
1

Twenty-four Large U.S. Cities Ranked by Estimated Population in Mid-1976 (with Corresponding Figures for 1970 and Percentage Increase or Decrease in Population Between 1970 and 1976)

1976 RANK	CITY NAME	1976 ESTIMATED POPULATION	1970 CENSUS FIGURES	PERCENTAGE CHANGE 1970 TO 1976
1	New York, N.Y.	7,422,831	7,895,563	-6.0
2	Chicago, IL	3,074,084	3,369,357	-8.8
3	Los Angeles, CA	2,743,994	2,811,801	-2.4
4	Philadelphia, PA	1,797.403	1,949,996	-7.8
5	Houston, TX	1,455,046	1,282,443	+13.5
6	Detroit, MI	1,314,206	1,514,063	-13.2
7	Dallas, TX	848,829	849,410	-0.1
8	Baltimore, MD	827,439	905,787	-8.6
9	San Diego, CA	789,059	697,471	+13.1
10	San Antonio, TX	783,765	708,582	+10.6
11	Indianapolis, IN	708,867	729,768	-2.9
12	Washington, DC	700,130	756,668	-7.5
13	Phoenix, AZ	679,512	589,016	+15.4
14	Memphis, TN	667,880	657,007	+1.7
15	San Francisco, CA	663,478	715,674	-7.3
16	Milwaukee, WI	661,082	717,372	-7.8
17	Cleveland, OH	625,643	750,879	-16.7
18	Boston, MA	618,250	641,071	-3.6
19	New Orleans, LA	580,959	593,471	-2.1
20	San Jose, CA	573,806	461,212	+24.4
23	St. Louis, MO	519,345	622,236	-16.5
29	Atlanta, GA	425,666	495,039	-14.0
33	Portland, OR	379,826	382,352	-0.7
34	Minneapolis, MN	371,896	434,400	-14.4

SOURCE: Bureau of the Census

PERCENTAGE INCREASE OR DECREASE IN POPULATION BETWEEN 1970 AND 1976 FOR 24 LARGE U.S. CITIES



The large cities which grew in population between 1970 and 1976 were all in the "sun belt". Not all "sun belt" cities grew.

2

Table 6.10.--Percent change in jobs and population in 35 largest standard metropolitan statistical areas: 1960 to 1970[1/]

Standard metropolitan statistical areas	Percent change, 1960 to 1970			
	In central city		Outside central city	
	Jobs	Population	Jobs	Population
New York	-1.9	1.4	31.1	26.2
Los Angeles	5.4	12.4	35.3	19.9
Chicago	-12.1	-5.1	62.2	35.2
Philadelphia	-4.1	-2.7	22.5	22.5
Detroit	-18.8	-9.4	58.4	28.4
San Francisco	5.6	2.7	38.0	31.8
Washington, D.C.	8.2	-.9	96.2	60.3
Boston	-4.0	-8.0	24.0	11.2
St. Louis	-14.2	-17.0	49.8	28.5
Pittsburgh	6.1	-13.9	-3.8	4.4
Dallas	41.2	24.2	71.5	61.8
Baltimore	-4.6	-3.5	56.9	34.7
Cleveland	-12.9	-14.2	62.6	27.0
Newark	-12.5	-5.6	21.7	14.7
Houston	51.4	31.2	58.1	56.9
Minneapolis	1.9	-6.5	118.9	55.9
Atlanta	19.5	1.9	126.0	68.6
Seattle	15.5	-4.7	65.8	61.9
Anaheim	113.9	54.3	128.7	134.7
Milwaukee	-10.2	-3.2	76.5	27.7
Cincinnati	-3.8	-9.9	36.5	21.7
San Diego	17.0	21.0	62.0	44.3
Buffalo	-15.8	-13.1	29.2	14.4
Kansas City	11.1	5.5	37.4	21.8
Miami	7.4	14.8	80.7	45.0
Denver	19.6	4.2	80.7	63.6
Riverside	16.6	38.4	32.7	42.2
Tampa-St. Petersburg	21.2	8.2	70.1	64.0
San Jose	48.9	117.4	85.7	41.6
New Orleans	0.0	-5.7	78.6	62.4
Columbus, Ohio	20.5	14.5	45.8	32.7
Portland	11.6	2.6	60.0	39.4
Phoenix	51.1	32.4	61.5	72.0
Rochester	.5	-7.0	105.7	41.6
Providence, R.I.	4.3	-4.7	20.7	23.0

1/ Jobs and population adjusted for change in jurisdictional boundary from 1960 to 1970. Jobs adjusted for place of work not reported.

NOTE.--This table is drawn from an analysis done by Seymour Sacks, Professor of Economics, Maxwell School, Syracuse University.

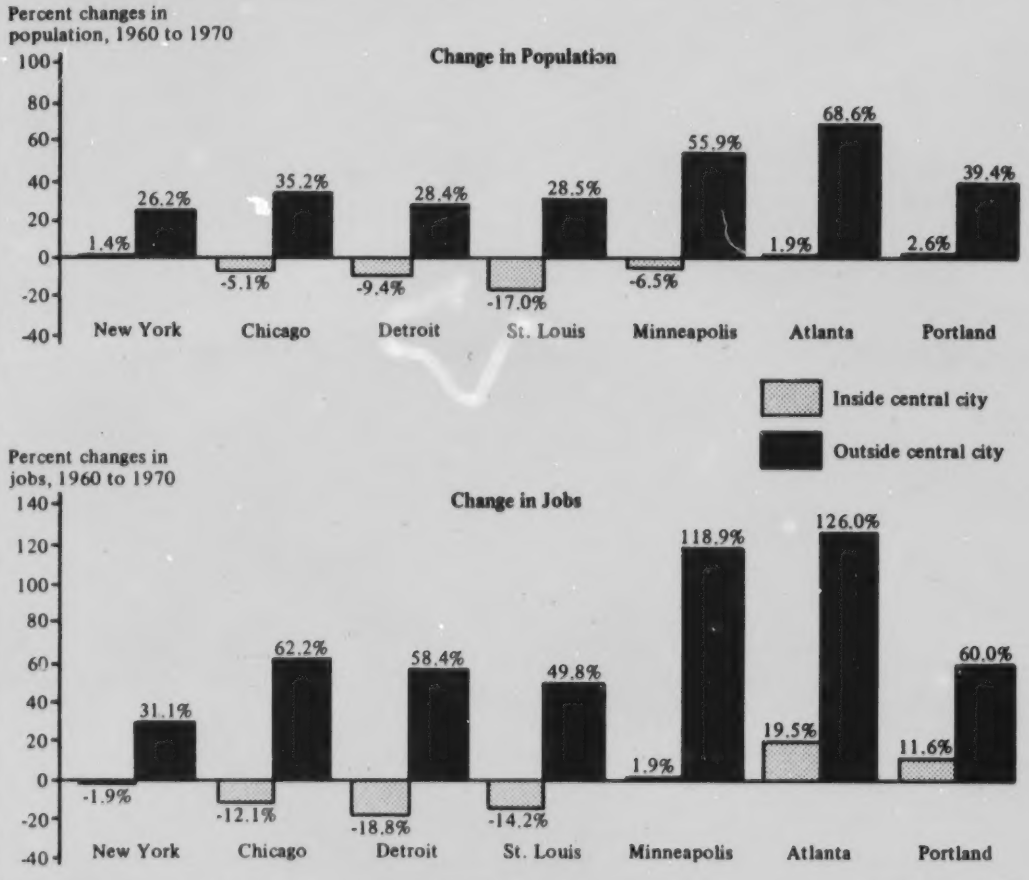
SOURCE: U.S. Department of Commerce, Bureau of the Census, "Census of Population" and "Journey to Work," 1960 and 1970.

A shift of both population and jobs from inside central cities to outside central cities occurred in many areas between 1960 and 1970. In others, limited growth in the central city was eclipsed by much greater growth in surrounding suburban areas.

See Table 6.10

Chart 6.10

Changes in Population and Jobs From 1960 to 1970: Selected Cities



Source of Data: Bureau of the Census

Demographic Changes

Observed disparities in spending on education are in part derived from several forces which have exacerbated the differential between the ability of rich and poor districts to provide educational services. Changing demographic trends and economic conditions have impacted unevenly on urban, suburban, and rural districts, causing the spending gap to widen.

Foremost among demographic trends has been the continuing exodus of population from cities to the suburbs. During the period of 1960 to 1970, in virtually every part of the country the population of most central cities remained static or declined, while the population of surrounding suburban areas increased substantially. For example, the population of St. Louis declined 17 percent, but its suburbs grew 29 percent. Atlanta's population increased only 2 percent; its suburban population, 69 percent. Minneapolis lost 7 percent of its population although its suburbs grew by 56 percent. Seattle lost 5 percent; its suburbs gained 62 percent (chart 6.10 and table 6.10).

As population left the cities, so also did industry, employment, and tax revenues. From 1960 to 1970, New York City registered a 2 percent decline in jobs; its suburbs, a 31 percent gain. Chicago lost 12 percent of its jobs, but suburban employment increased 62 percent. Detroit lost 19 percent; its suburbs gained 58 percent. Minneapolis gained 2 percent; its suburbs, 119 percent. Portland gained 12 percent; its suburbs, 60 percent.

This general exodus of persons and jobs from the cities to the suburbs was most notable for certain occupational groups. For example, in New York City, from 1960 to 1970, the number of persons employed in manufacturing declined 44 percent, while the number of professional, technical, and managerial workers increased 45 percent. The city lost 13 percent of its service employees and 16 percent of its craftsmen, but it gained 13 percent more sales workers and 11 percent more clericals. These shifts had major implications for the occupational mix of jobs remaining in the central city. Professional and technical workers increased their share of total employment from 17 percent to 25 percent and manufacturing operatives' share declined from 16 to 9 percent of total employment in the city. Furthermore, more efficient transportation and lower land costs in the suburb have encouraged these white-collar workers to work in the central city and reside and pay taxes in the suburbs.

A review of other demographic characteristics underscores the effects of these population and employment trends. In many cities during the period from 1960 to 1970, the percentage of elderly and low-income residents increased. These groups rely more heavily on public services in such areas as welfare, health, hospitals, and housing. For instance, the percent of population in Milwaukee over 65 years old increased from 9.6 to 11.0 percent; in Atlanta, from 7 to 9 percent.

The level of household income in cities declined in relation to that of the suburbs. Central city median income as a percent of the Census Standard Metropolitan Statistical Area (SMSA) median family income provides a measure of the distribution of wealth between urban and suburban areas. This ratio was calculated for a number of cities chosen by the Advisory Commission on Intergovernmental Relations as Urban Observatory cities. Changes in this ratio, calculated for 1960 and 1970, provide evidence of shifts in wealth. Between 1960 and 1970 the ratios declined in Atlanta from 80 to 71 percent; in Milwaukee, from 92 to 85 percent; and in Denver, from 106 to 82 percent. The percent of low-income families and families receiving assistance who reside in urban areas also increased from 1960 to 1970. For example, the percent of families with incomes below $3,000 in Atlanta in 1970 was 18 percent, compared with a 10-percent low-income population in its suburbs. The percent of central city population with low incomes became twice as large as that for the suburban population in many cities.

By 1970, 10 percent of all families in New York were receiving public assistance, as were 6 percent in Milwaukee, 8 percent in Detroit, 14 percent in Boston, 10 percent in Baltimore, 9 in Atlanta, and 7 percent in Chicago. The percentage of households in Boston in 1970 with incomes over $10,000 was 28 percent as compared with 49 percent in its suburbs; in Cleveland, 30 percent inside the city and 56 percent outside; in Atlanta, 34 percent inside the city and 48 percent outside.

While cities' populations and employment have been shrinking, their expenditures have been increas-

ing. The danger of expanding spending for public services during a period when the city's economic base is contracting, of course, is that revenue will not keep pace with expenditures. Annual percentage changes in general operating fund revenues and expenditures reveal that, for many cities, in 1974 expenditures were increasing faster than revenues.

Another problem faced by cities that must serve a population increasingly dependent on public services is the growing proportions of city budgets devoted to fixed costs rising directly from the increased city spending and hiring. Lack of adequate revenue prompts borrowing, and increasing demand for certain types of services generates higher levels of government employment. The proportion of the budget devoted to the fixed costs of debt service and employee pensions rises. Cities then have even less money to spend on direct provision of services than they did before. This growth in State and local government employment has been substantial, 125 percent in the period 1955 to 1975.
This increase has been surpassed by public education employment, which reflecting an expanding population, has increased 156 percent. By contrast, employment in private industry increased 38.5 percent and Federal Government civilian employment 19.2 percent in the same period.

The relationships bewteen absolute increases in municipal spending and changing distributions of spending in various categories underscore the problems of providing services for urban areas. For example, in New York, from 1961 to 1976, spending for education increased 305 percent, but its share of the total budget declined by 7 percentage points. Spending for sanitation, fire, and police increased 178 percent, 217 percent, and 278 percent, respectively; however, each of these functions *declined* moderately as a proportion of the total budget. On the other hand, spending on welfare increased 940 percent and its share of the budget increased 10 percent. Spending on both higher education and hospitals increased in amount and as proportions of the total budget. Similar increases were recorded in other cities as well.

Cities tend to spend a smaller proportion of their total budget on education than do their suburban counterparts. Denver spends somewhat less than its suburbs on education, but it spends three times more per capita on noneducation functions. Boston, Mass., and Kansas City, Mo., spend somewhat less on education than their suburbs but twice as much on noneducation functions. Milwaukee spends three-quarters as much as its suburbs on education and 1½ times as much on noneducation functions. To finance this spending, cities must raise more revenue than their suburbs through taxes.

These problems in city and State public finances intensify the fundamental disparities existing in most States because of the unequal distribution of local property wealth. School districts with high property valuations levy low tax rates but still are able to spend generously on public education. Districts with low valuations have less to spend even with above-average tax rates. State education aid is popularly thought to be intended to equalize school expenditures and tax burdens for education, but it rarely does so in States with traditional State school finance plans because State aid is typically not sufficient to overcome local disparities in spending for education. The result is high taxes and low expenditures in poor school districts and lower taxes and better financed schools in wealthier districts.

The pattern of disparity in local wealth, tax rates, and expenditures just outlined led, during the 1970's, to numerous successful constitutional challenges in State courts to the basic structure of school financing plans in a number of States.

The first significant court opinion was handed down by the California Supreme Court in *Serrano v. Priest* (1971, reaffirmed in 1976). The court held on both Federal and State constitutional grounds that the California funding scheme "invidiously discriminates against the poor because it makes the quality of a child's education a function of the wealth of his parents and neighbors." Although the court struck down the California system of school finance and set new constitutional standards for equalizing school spending, it did not prescribe a new system to take its place. This was left to the California Legislature, which has already adopted significant interim reforms and is considering others in 1977. School finance laws were struck down by courts in Arizona, Connecticut, Kansas, Michigan, Minnesota, New Jersey, and Texas; and challenges to similar laws were brought in over 40 other States.

Some of the early school finance litigation had been based on the equal protection clause of the Fourteenth Amendment to the U.S. Constitution. In March of 1973, however, a divided U.S. Supreme Court, in *San Antonio Independent School District v. Rodriguez*, ruled 5-4 that the rights guaranteed by the Amendment did not include education. The court majority held that education was not a fundamental Federal constitutional right and that the Texas system of school finance did not discriminate against any constitutionally definable class of poor people. The Texas system was apparently not failing to provide students the minimum skills necessary for the exercise of their basic constitutional rights, such as the right to vote. Moreover, the system encouraged a large measure of local participation and control in school matters. The majority noted, however, that tax systems "may have relied too long and heavily on the local property tax" and that "innovative new thinking as to public education, its methods and its funding is necessary to assure both a higher level of quality and greater uniformity of opportunity." But the ultimate solution of these problems, the majority said, "must come from lawmakers and from the democratic pressure of those who elect them."

The court also suggested the possibility of legal actions on the basis of *State* constitutions and statutes. Just two weeks after *Rodriguez* was announced, the New Jersey Supreme Court, in *Robinson vs. Cahill*, unanimously held that the New Jersey finance system violated a clause in the State constitution requiring the establishment of a "thorough" and "efficient" system of schools.

State court decisions have significantly widened the legal grounds for school-related litigation. "Accountability" legislation setting forth reading and mathematics achievement goals has required States to devote more resources to districts where students fall short of these standards. Several cases have been brought based on this theory. For example, school districts have been required to provide bilingual education to children who do not understand English. Other cases have established the right of mentally retarded children to an appropriate education.

Meeting new standards of equity in public school finance can be accomplished in most States only by major revisions of State and local tax and spending policies. Since most State-local tax systems are regressive—imposing a larger proportionate burden on those least able to pay—school finance reform has become integrally linked to longstanding efforts to change tax policy by imposing statewide property taxes, new State income and sales taxes, and reforms of property tax assessment practices. Indeed, a major impetus for tax reform in many States comes from efforts to resolve the school finance problem. In 1974 and 1975, recession slowed the movement toward more equitable systems of public school finance. Declining revenues in some urban industrial States made it difficult to maintain even the current level of public services.

The central features of the new State role in public school finance have been fourfold. First, most of the 22 States with new laws have assumed substantial increases in raising public school dollars, by tapping budget surpluses, and by raising the rates of traditional State taxes. Second, many of the States with new laws have cut local school tax rates and, in several instances, have reduced property tax bills substantially. Third, all of the school-finance reform States of the last 5 years have taken steps to ensure a considerably closer fit between the distribution of State school aid and the presence of unusual educational needs or costs. And, finally, the great majority of post-*Serrano* reform States have imposed systematic controls on the growth of local school budgets, either by setting strict limits on local taxes or by establishing ceilings on school expenditures. Tax ceilings are now in place in Florida, New Mexico, North Dakota, and Minnesota. Related measures that discourage high local tax effort are in effect in California, Maine, Utah, and Wisconsin. Expenditure limits are in operation in Colorado, Iowa, Kansas, and several other States.

The new tax and expenditure controls differ substantially in their stringency. In New Mexico, the tax limitation is absolute. In States like Colorado and Wisconsin, outlays can be increased over prescribed levels by appeal to State school budget review committees. In other States, such as Colorado and Minnesota, budgets can be altered by appeal to local voters through the referendum process. Maine requires very wealthy districts to pay some of their property tax collections to the State for redistribution to poor districts.

Increasingly, new laws have acknowledged that some children cost more than others to educate. Many States have adopted pupil weighting systems, providing more funding for educating children who are handicapped, require bilingual education, or are educationally disadvantaged. Furthermore, several States have added additional refinements to their finance plans. For example, Virginia and Wisconsin have expanded use of categorical grants for compensatory education rather than adjust their basic aid formula. Michigan's new plan is sensitive to high non-school taxes that curtail the ability of large cities to finance their educational needs. Several States measure local fiscal capacity on the basis of both property values and income, to aid jurisdictions that are both income and property poor.

II. STUDENTS

A. Characteristics of Student Population
B. Student Achievement
C. Youth Unemployment and Post-Graduate Activities

3

Table 1.14
Children, 5 to 17 years old, in families below the poverty level and poverty rates: 1970 and 1975

Region and State	Poor children, 5 to 17 years old		Poverty rate		Change in poverty rate from 1970: Increase: +, Decrease: −
	1970	1975	1970	1975	
United States	7,700,368	7,132,000	14.8	14.5	−*
Northeast	1,247,028	1,330,110	10.5	12.0	+*
New England	260,121	283,270	8.9	10.1	+
Maine	36,308	38,690	14.2	15.3	+
New Hampshire	14,286	20,310	7.7	10.3	+*
Vermont	13,062	20,020	11.4	17.8	+*
Massachusetts	116,900	123,540	8.4	9.3	+
Rhode Island	24,482	21,520	11.0	10.5	−
Connecticut	55,083	59,190	7.2	8.4	+
Middle Atlantic	986,907	1,046,840	11.0	12.7	+
New York	526,402	524,020	12.2	13.1	+
New Jersey	155,690	193,800	8.7	11.6	+*
Pennsylvania	304,815	329,020	10.6	12.6	+
North Central	1,539,350	1,576,880	10.4	11.6	+
East North Central	1,023,717	1,160,900	9.7	12.0	+*
Ohio	273,542	293,650	9.8	11.6	+
Indiana	123,484	120,440	9.0	9.6	+
Illinois	302,311	389,150	10.7	15.1	+*
Michigan	220,485	251,710	9.1	11.3	+*
Wisconsin	103,895	105,950	8.7	9.4	+
West North Central	515,633	415,980	12.1	10.7	−*
Minnesota	98,936	87,340	9.5	9.1	−*
Iowa	72,000	53,270	9.8	7.9	−*
Missouri	172,955	157,040	14.8	14.7	−
North Dakota	27,354	17,820	15.7	11.5	−*
South Dakota	33,815	21,660	18.3	13.1	−*
Nebraska	45,952	36,100	12.0	10.1	−
Kansas	64,621	42,750	11.5	8.6	−*
South	3,815,961	3,098,210	23.5	18.8	−*
South Atlantic	1,605,208	1,397,080	20.7	18.2	−*
Delaware	17,372	14,300	12.0	10.4	−
Maryland	116,951	104,150	11.5	10.7	−
District of Columbia	37,193	22,740	23.2	15.7	−*
Virginia	214,357	155,750	18.2	13.7	−*
West Virginia	106,359	76,020	24.3	18.9	−*
North Carolina	312,545	221,210	24.0	17.8	−*
South Carolina	206,985	165,700	29.1	23.9	−*
Georgia	293,871	254,660	24.4	21.3	−
Florida	299,575	382,550	18.9	21.8	+
East South Central	987,444	696,460	29.3	21.7	−*
Kentucky	208,462	170,230	25.1	21.4	−
Tennessee	245,157	195,680	24.8	20.5	−*
Alabama	272,146	136,210	29.5	15.9	−*
Mississippi	261,679	194,340	41.5	32.6	−*
West South Central	1,223,309	1,004,670	23.9	20.3	−*
Arkansas	155,135	106,060	31.6	21.4	−*
Louisiana	308,850	219,900	30.1	22.9	−*
Oklahoma	122,548	86,990	19.5	14.6	−*
Texas	636,776	591,720	21.5	20.5	−
West	1,098,029	1,126,320	12.4	12.9	+
Mountain	336,281	328,530	14.7	13.8	−
Montana	24,998	22,760	12.9	12.5	−
Idaho	23,716	22,530	12.0	11.8	−
Wyoming	10,054	7,740	11.2	8.8	−*
Colorado	71,254	64,090	12.3	10.7	−
New Mexico	80,559	77,940	28.3	26.0	−
Arizona	84,014	92,430	17.5	16.8	−
Utah	30,796	25,270	10.0	8.0	−*
Nevada	10,890	15,770	8.8	11.0	+*
Pacific	761,746	797,790	11.8	12.8	+
Washington	80,172	81,290	9.3	10.0	+
Oregon	53,953	42,760	10.3	8.4	−*
California	595,765	648,050	12.1	13.8	+
Alaska	12,393	6,150	14.6	8.4	−*
Hawaii	19,465	19,540	9.7	9.6	−

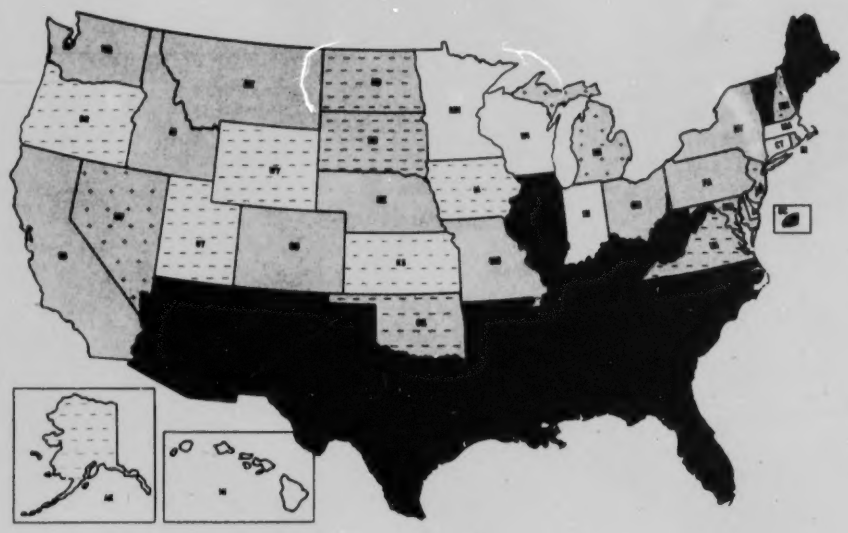
* Change is statistically significant at the 0.05 level.

NOTE: The definition of poverty is the one officially adopted by the Office of Management and Budget. The 1970 data are from the 1970 decennial census.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Survey of Income and Education, unpublished tabulations.

Chart 1.14
School-Age Children* in Families Below the Poverty Level: 1975

Although the national poverty rate has changed little over the last 6 years, significant shifts have occurred regionally. Poverty has declined appreciably in the South, although it still remains highest there. Significant increases have been experienced in 6 States, all within the Northeastern and North Central regions.



Poverty rate:

Less than 10%

10% to 14.9%

15% or greater

Significant** change in poverty rate from 1970:

Poverty rate increased

Poverty rate decreased

*5 to 17 years old.

**Statistically significant at the 0.05 level.

NCES

4

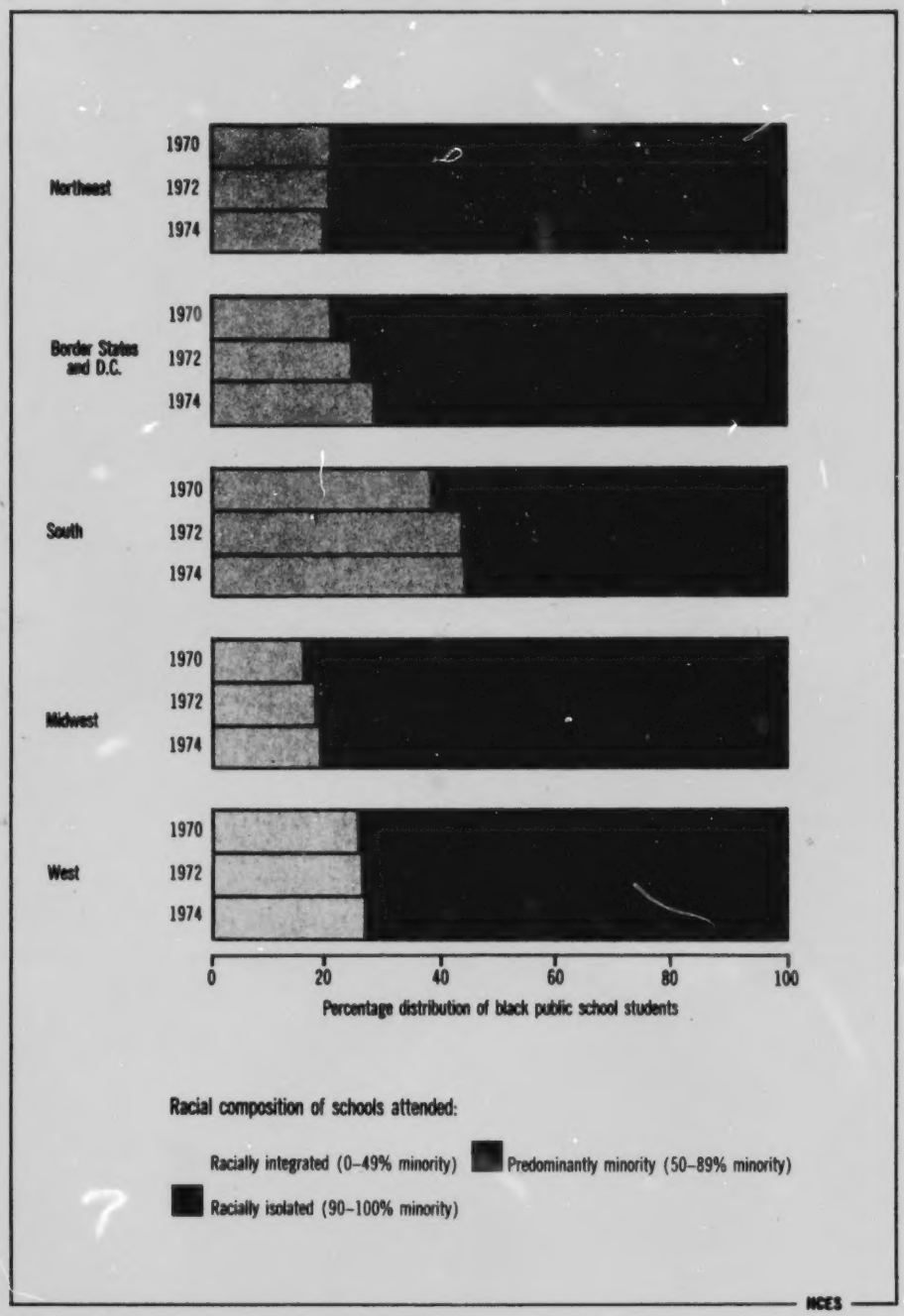
Table 2.10
Number and percent of black students attending public schools with different racial compositions, by geographic area: Fall 1970, fall 1972, and fall 1974

Area	Attending 0–49% minority schools		Attending 50–89% minority schools		Attending 90–100% minority schools	
	Number	Percent of total	Number	Percent of total	Number	Percent of total
Continental U.S.:						
1970	1,789,948	29.1	1,506,369	24.5	2,858,837	46.4
1972	2,024,116	32.4	1,596,004	25.6	2,621,635	42.0
1974	2,027,855	33.2	1,607,417	26.3	2,477,339	40.5
Northeast:						
1970	206,997	21.2	255,363	26.2	510,625	52.5
1972	204,408	20.4	250,620	24.9	548,079	54.6
1974	178,729	19.0	219,087	23.2	544,795	57.8
Border States & D.C.:						
1970	126,584	21.4	86,130	14.6	377,034	63.9
1972	148,583	24.9	79,580	13.3	369,736	61.8
1974	163,421	28.1	78,264	13.5	339,204	58.4
South:						
1970	1,157,914	37.9	852,800	27.9	1,045,380	34.2
1972	1,342,069	43.8	935,367	30.5	789,457	25.7
1974	1,352,800	44.5	979,124	32.2	711,120	23.4
Midwest:						
1970	181,105	16.8	203,477	18.8	695,070	64.4
1972	203,907	18.5	204,786	18.6	693,814	62.9
1974	209,881	19.4	199,935	18.4	673,949	62.2
West:						
1970	117,357	25.7	108,599	23.8	230,728	50.5
1972	124,249	26.4	125,651	26.7	220,549	46.9
1974	123,025	26.6	131,007	28.3	208,271	45.1

SOURCE: U.S. Department of Health, Education, and Welfare, National Institute of Education, *Trends in Black Segregation, 1970–74*, Volume I, P-76-0353, 1977.

Chart 2.10
Distribution of Black Students in Public Elementary and Secondary Schools

Although integration has progressed in the South and in the border States, racial isolation has increased in the Northeast since 1970.



5

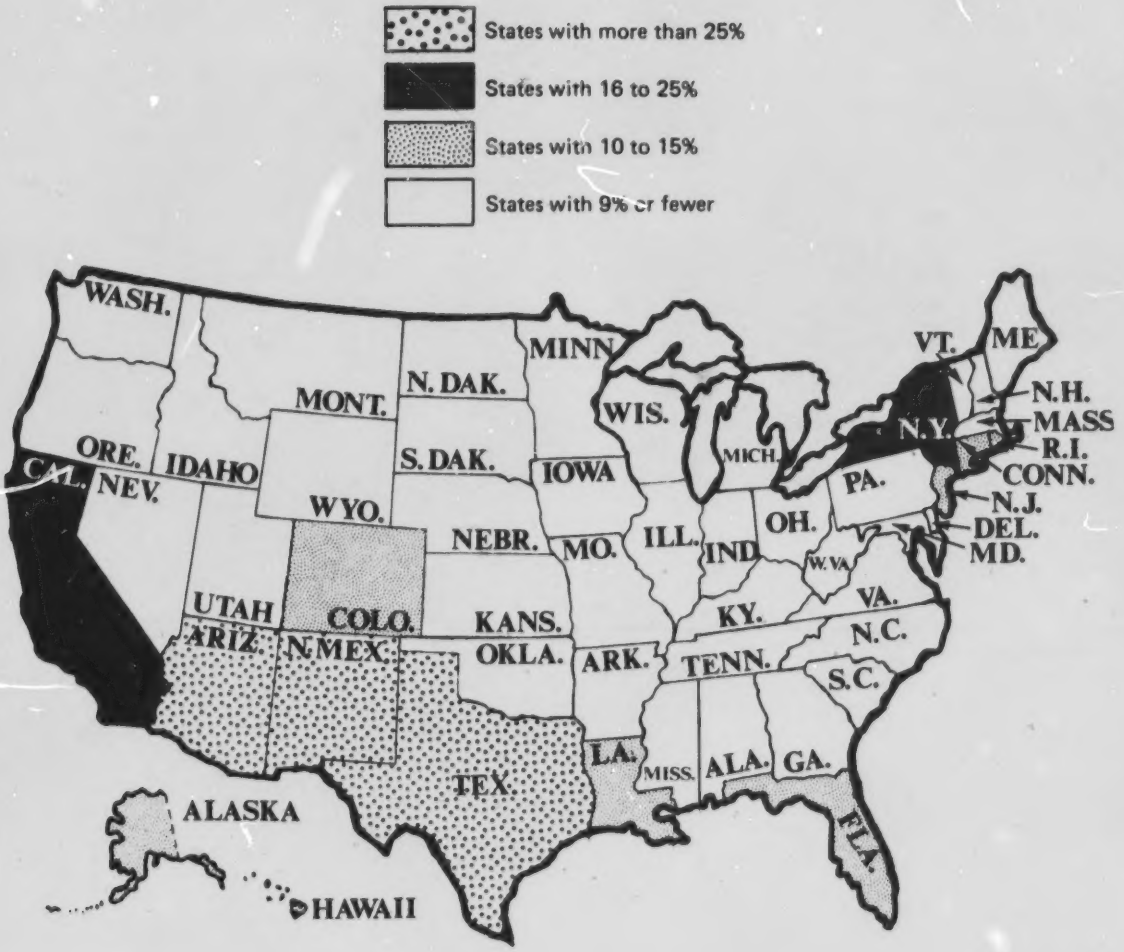
Percent of Spanish Origin and All Persons of Ages 6-18 Not Enrolled in School, Spring 1976 (in 000's)

	Total Population Age 6-18			Population of Spanish Origin, Age 6-18		
	Total	Enrolled[1/]	Percent Not Enrolled	Total	Enrolled[1/]	Percent Not Enrolled
Total U.S.	50,154	48,576	3.1	3,404	3,242	4.8
California	4,786	4,647	2.9	1,006	963	4.3
Texas	2,952	2,826	4.3	801	764	4.6
New York	4,073	3,981	2.3	422	404	4.3
Florida	1,810	1,747	3.5	178	167	3.9
New Mexico	316	304	3.8	140	134	4.3
Illinois	2,655	2,569	3.3	125	116	7.2
Arizona	555	532	4.1	120	112	6.7
New Jersey	1,696	1,661	2.1	106	100	5.7
Subtotal	18,843	18,267	3.1	2,898	2,760	4.8
Total of all other States	31,311	30,310	3.2	506	481	4.9

1/ Includes those persons who had completed the twelth grade but who were not currently enrolled in Spring 1976.

SOURCE: Survey of Income and Education (SIE), Estimates for Spring 1976.

PERCENTAGE LANGUAGE-MINORITY SCHOOL–AGED CHILDREN IN THE VARIOUS STATES



Language–minority school–aged children constituted at least 10 percent of the total population in each of 13 States.

6

Table 1.16
Estimated handicapped population, 5 to 25 years old, by age group, enrollment status, and specific handicap: Spring 1976

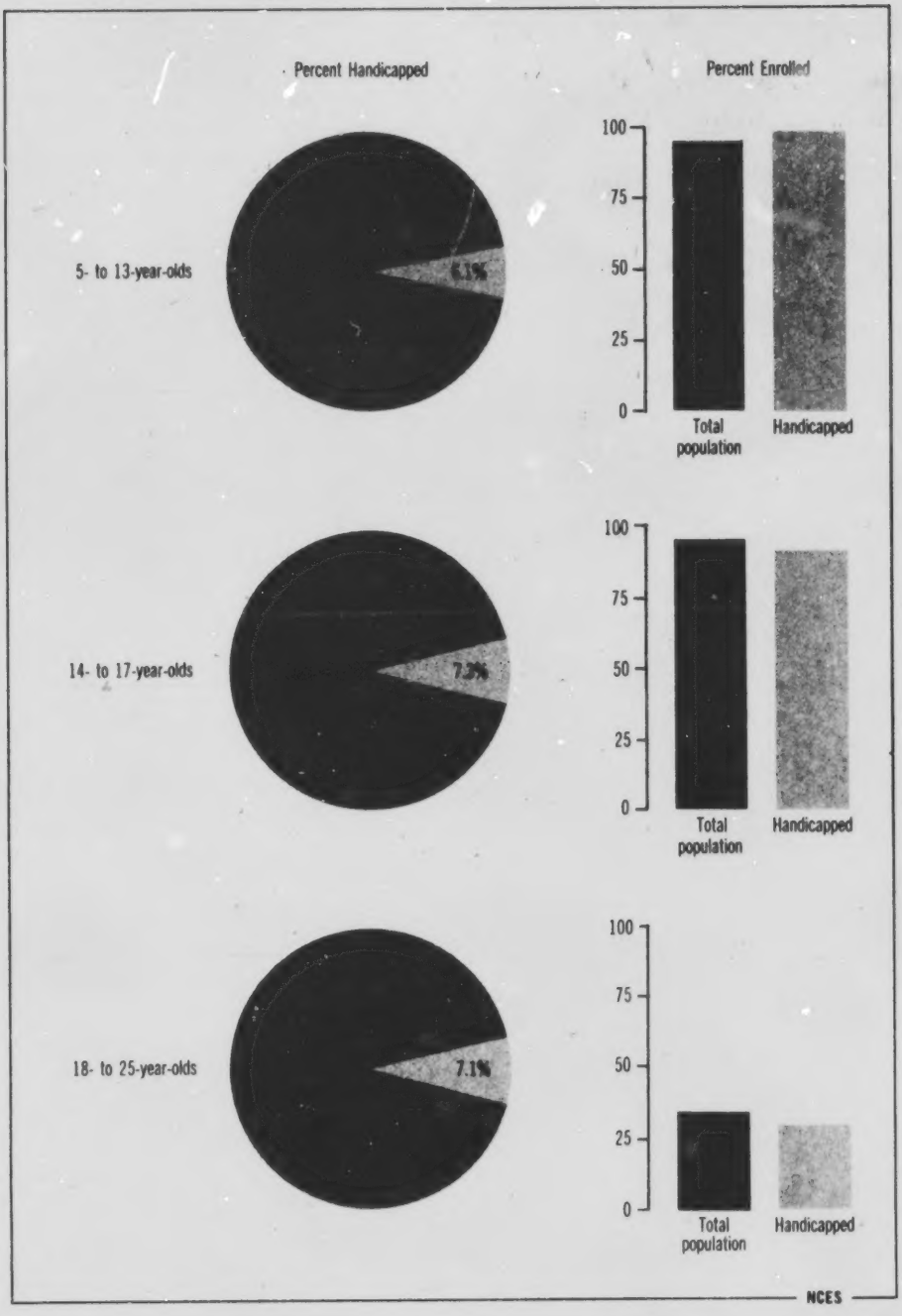
Item	Total, 5 to 25 years old	5 to 13 years old	14 to 17 years old	18 to 25 years old
		(In thousands)		
Total population	80,091	32,701	16,745	30,645
Total population enrolled in school	58,244	31,215	15,917	11,112
Percent of total population	72.7	95.5	95.1	36.3
Handicapped population [1]	5,409	2,007	1,224	2,117
Percent of total population	6.8	6.1	7.3	7.1
Handicapped population enrolled in school [1]	3,712	1,954	1,127	631
Percent of handicapped population	68.6	97.4	92.1	29.8
Percent of total enrollment	6.4	6.3	7.1	5.7
Specific handicap [2]				
Retarded	423	143	97	183
Hard of hearing/deafness	310	177	65	68
Speech impairment	292	188	43	61
Difficulty with seeing/blindness	281	137	55	90
Seriously emotionally disturbed	208	88	45	75
Crippled	436	135	120	181
Heart trouble	246	101	70	75
Respiratory disorder	759	381	199	179
Other handicap	3,074	914	662	1,497

[1] Unduplicated counts.
[2] Duplicated counts; persons with multiple handicap may be counted in more than one category.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Survey of Income and Education, Spring 1976, preliminary data.

Chart 1.16
Estimated Population Percentage and School Enrollment of Handicapped Persons

Handicapped persons comprise approximately 7 percent of the 5- to 25-year-old population. Enrollment is high among the handicapped of elementary school-age but falls below the enrollment rate of the general population among the older age groups.



7

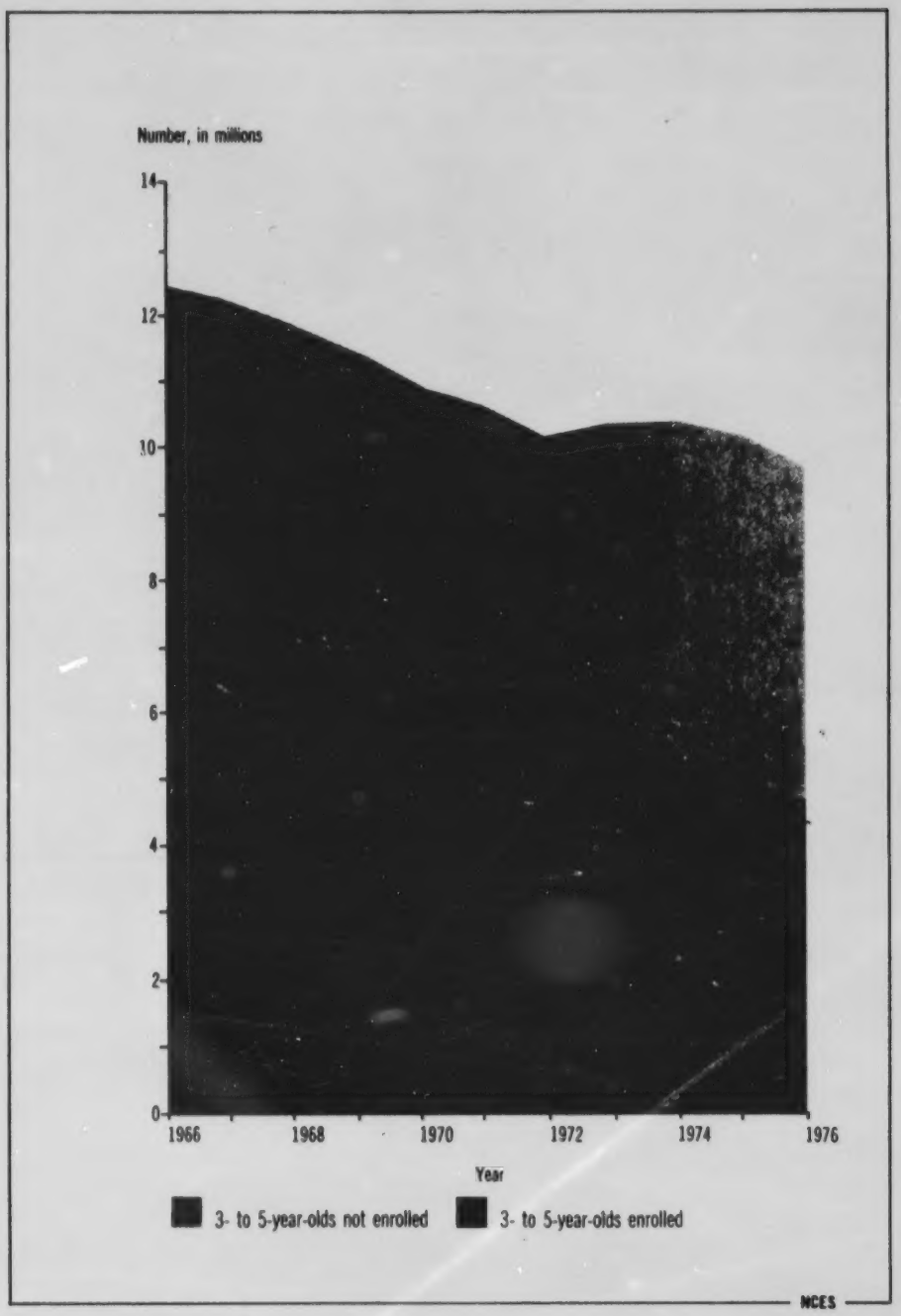
Table 2.7
Preprimary enrollment of children, 3 to 5 years old: 1966 to 1976

Fall of year	Total children, 3 to 5 years old	Children enrolled in preprimary programs	
		Number	Percent
	(Numbers in thousands)		
1966	12,468	3,674	29.4
1967	12,242	3,868	31.6
1968	11,905	3,928	33.0
1969	11,424	3,949	34.6
1970	10,949	4,104	37.5
1971	10,610	4,148	39.1
1972	10,166	4,231	41.6
1973	10,344	4,234	40.9
1974	10,393	4,699	45.2
1975	10,185	4,955	48.7
1976	9,727	4,787	49.2

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Preprimary Enrollment, October 1975* and unpublished data.

Chart 2.7
Preprimary Enrollment of 3- to 5-Year-Olds

Although the number of children 3 to 5 years old has fallen over the past 10 years, the proportion enrolled in preprimary programs has steadily climbed. Just under 50 percent of the 3- to 5-year-old age group are currently enrolled.



8

Table 2.8

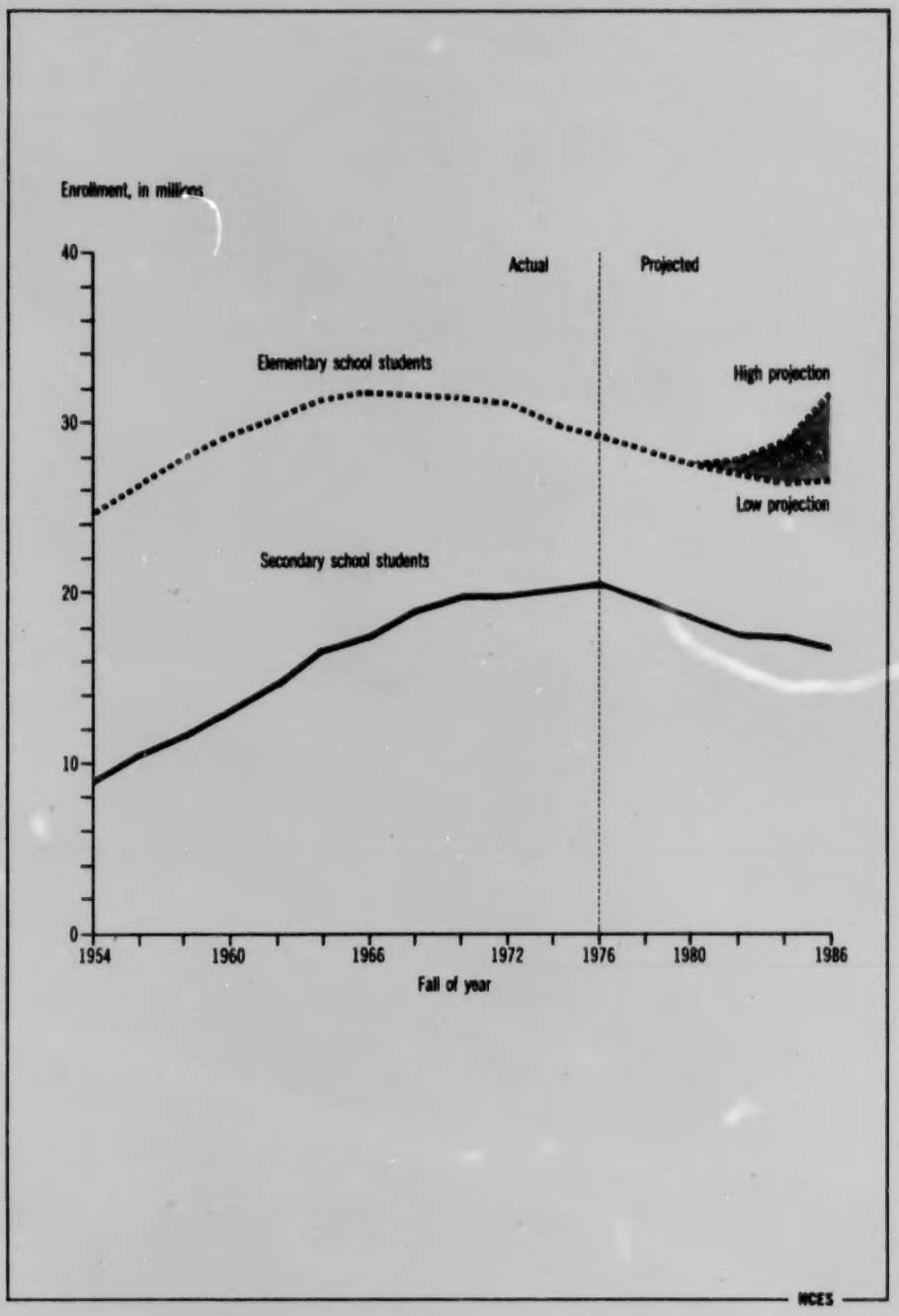
Enrollment in regular elementary and secondary day schools, by institutional control and organizational level, with alternate projections: Fall 1954 to fall 1986

Fall of year	Total public and nonpublic			Public			Nonpublic (estimated)		
	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary
	(Number in thousands)								
1954	33,949	24,922	9,027	29,549	21,322	8,227	4,400	3,600	800
1956	36,619	26,217	10,402	31,719	22,217	9,502	4,900	4,000	900
1958	39,581	27,915	11,666	34,081	23,415	10,666	5,500	4,500	1,000
1960	42,181	29,150	13,031	36,281	24,350	11,931	5,900	4,800	1,100
1962	44,849	30,164	14,685	38,749	25,264	13,485	6,100	4,900	1,200
1964	47,716	31,221	16,495	41,416	26,221	15,195	6,300	5,000	1,300
1966	49,239	31,905	17,334	43,039	27,105	15,934	6,200	4,800	1,400
1968	50,744	31,763	18,981	44,944	27,363	17,581	5,800	4,400	1,400
1970	51,309	31,601	19,708	45,909	27,501	18,408	5,400	4,100	1,300
1972	50,744	31,023	19,721	45,744	27,323	18,421	5,000	3,700	1,300
1974	50,053	29,982	20,071	45,053	26,382	18,671	5,000	3,600	1,400
1976	49,335	29,030	20,305	44,335	25,430	18,905	5,000	3,600	1,400
	Intermediate alternative projection								
1978	47,840	28,175	19,665	42,840	24,575	18,265	5,000	3,600	1,400
1980	46,094	27,602	18,492	41,094	24,002	17,092	5,000	3,600	1,400
1982	44,809	27,271	17,538	39,809	23,671	16,138	5,000	3,600	1,400
1984	44,546	27,402	17,144	39,546	23,802	15,744	5,000	3,600	1,400
1986	45,244	28,532	16,712	40,244	24,932	15,312	5,000	3,600	1,400
	Low alternative projection								
1978	47,840	28,175	19,665	42,840	24,575	18,265	5,000	3,600	1,400
1980	46,076	27,584	18,492	41,076	23,984	17,092	5,000	3,600	1,400
1982	44,535	26,997	17,538	39,535	23,397	16,138	5,000	3,600	1,400
1984	43,477	26,333	17,144	38,477	22,733	15,744	5,000	3,600	1,400
1986	43,193	26,481	16,712	38,193	22,881	15,312	5,000	3,600	1,400
	High alternative projection								
1978	47,840	28,175	19,665	42,840	24,575	18,265	5,000	3,600	1,400
1980	46,126	27,634	18,492	41,126	24,034	17,092	5,000	3,600	1,400
1982	45,223	27,685	17,538	40,223	24,085	16,138	5,000	3,600	1,400
1984	46,014	28,870	17,144	41,014	25,270	15,744	5,000	3,600	1,400
1986	48,068	31,856	16,712	43,068	27,756	15,312	5,000	3,600	1,400

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Projections of Education Statistics to 1986–87*, forthcoming.

Chart 2.8
Enrollment in Regular Day Schools

Following population patterns, enrollments in elementary and secondary schools will decline through the early 1980's. The projected growth of elementary school enrollments in the mid-1980's will depend on fertility rates among the increasing number of women of childbearing age.



30

Table 2.9
Enrollment in private elementary and secondary schools, by region: 1968 to 1976

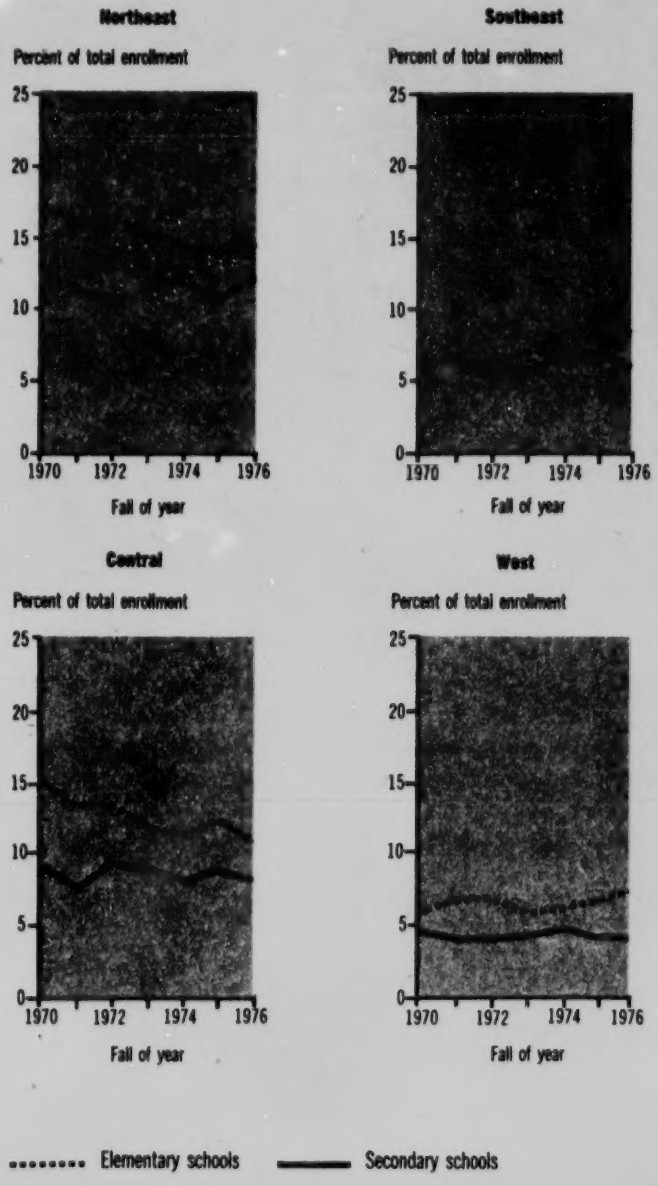
Level, region, and enrollment category	1968	1969	1970	1971	1972	1973	1974	1975	1976
				(Numbers in thousands)					
Elementary level									
United States:									
Total enrollment	33,727	NA	33,916	33,479	32,219	31,447	31,100	30,409	29,741
Private enrollment	4,232	NA	3,948	3,678	3,549	3,268	3,165	3,278	3,073
Private enrollment as percent of total	12.5	...	11.6	11.0	11.0	10.1	10.2	10.8	10.3
Northeast:									
Total enrollment	8,488	NA	8,596	8,526	8,190	7,968	7,957	7,779	7,483
Private enrollment	1,742	NA	1,507	1,386	1,342	1,227	1,146	1,080	1,072
Private enrollment as percent of total	20.5	...	17.5	16.3	16.4	15.4	14.4	13.9	14.3
Southeast:									
Total enrollment	7,682	NA	7,611	7,360	7,635	7,327	7,085	6,863	6,729
Private enrollment	431	NA	471	470	483	553	605	659	577
Private enrollment as percent of total	5.6	...	6.2	6.4	6.3	7.5	8.5	9.6	8.6
Central:									
Total enrollment	9,578	NA	9,735	9,677	9,172	8,913	8,443	8,309	8,036
Private enrollment	1,498	NA	1,491	1,291	1,210	1,048	953	1,042	896
Private enrollment as percent of total	15.6	...	15.3	13.3	13.2	11.8	11.3	12.5	11.1
West:									
Total enrollment	7,958	NA	7,975	7,916	7,677	7,723	7,614	7,458	7,493
Private enrollment	560	NA	476	531	513	438	462	499	530
Private enrollment as percent of total	7.0	...	6.0	6.7	6.7	5.7	6.1	6.7	7.1
Secondary level									
United States:									
Total enrollment	13,914	NA	14,459	14,957	14,979	15,160	15,236	15,422	15,500
Private enrollment	1,314	NA	1,147	1,108	1,145	1,171	1,156	1,161	1,192
Private enrollment as percent of total	9.4	...	7.9	7.4	7.6	7.7	7.6	7.5	7.7
Northeast:									
Total enrollment	3,582	NA	3,670	3,769	3,933	3,835	3,549	3,959	3,955
Private enrollment	539	NA	462	428	412	446	427	419	475
Private enrollment as percent of total	15.0	...	12.6	11.4	10.5	11.6	12.0	10.6	12.0
Southeast:									
Total enrollment	2,955	NA	3,060	3,191	3,124	3,152	3,237	3,310	3,276
Private enrollment	146	NA	143	187	176	176	206	212	184
Private enrollment as percent of total	4.9	...	4.7	5.9	5.6	5.6	6.3	6.4	5.6
Central:									
Total enrollment	3,982	NA	4,263	4,470	4,372	4,411	4,340	4,452	4,474
Private enrollment	453	NA	383	345	410	392	344	374	364
Private enrollment as percent of total	11.4	...	9.0	7.7	9.3	8.9	7.9	8.4	8.1
West:									
Total enrollment	3,396	NA	3,469	3,527	3,549	3,752	3,727	3,699	3,797
Private enrollment	178	NA	157	149	143	155	175	158	160
Private enrollment as percent of total	5.2	...	4.5	4.2	4.0	4.1	4.7	4.2	4.2

NA: Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, unpublished tabulations.

Chart 2.9
Enrollment in Private Elementary and Secondary Schools

Although private school enrollments have fluctuated regionally, the proportion of students enrolled in private schools continues to be highest in the Northeast.



NCES

10

Table 2.22

Differences from national mean scores in learning areas, by age and racial/ethnic group: Various years

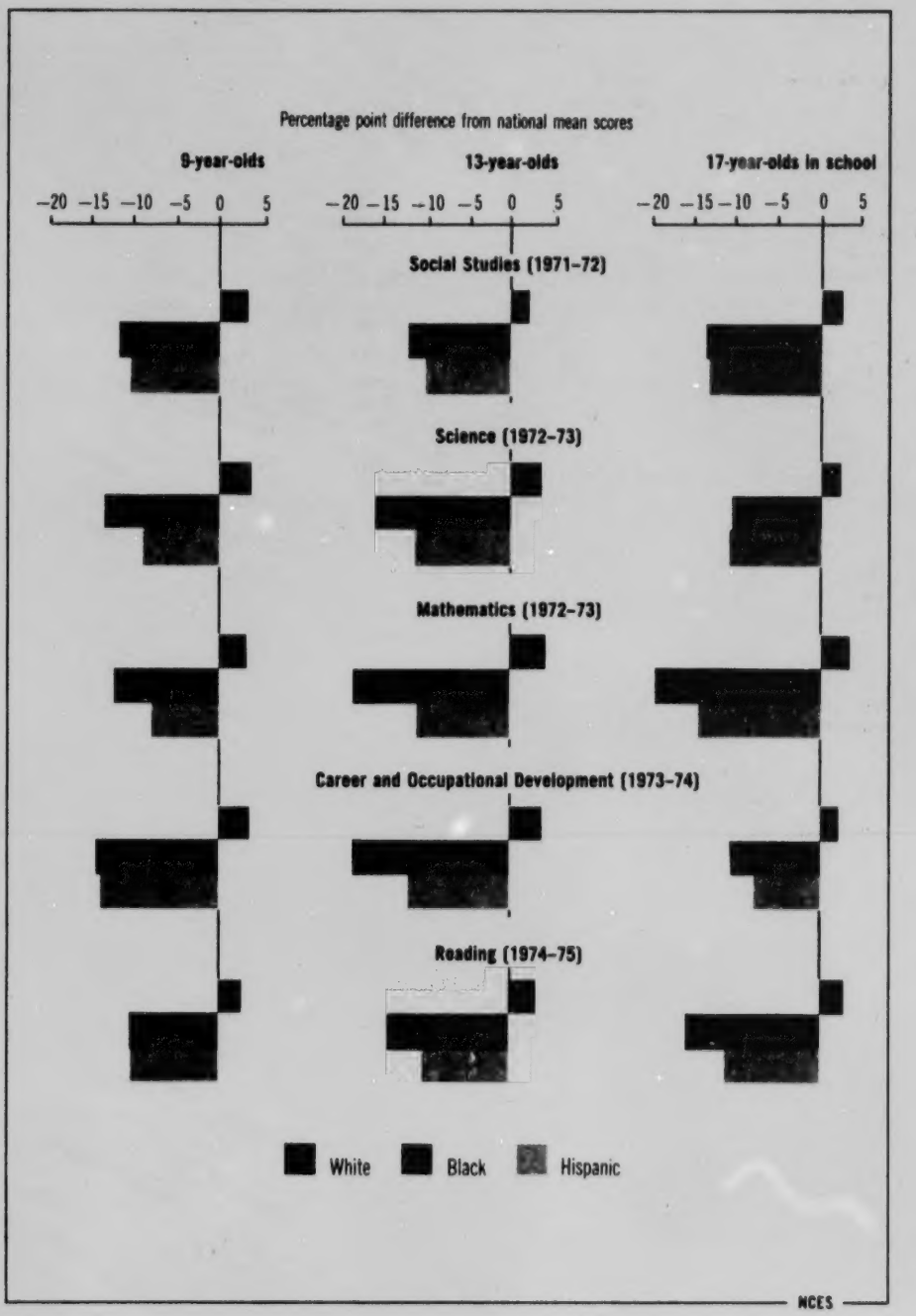
Race/ethnicity	9-year-olds		13-year-olds		17-year-olds in school	
	Percentage point difference from mean achievement score	Standard error of the difference	Percentage point difference from mean achievement score	Standard error of the difference	Percentage point difference from mean achievement score	Standard error of the difference
			Social Studies (1971–72)			
White	2.73	0.30	2.07	0.20	2.39	0.21
Black	– 12.16	0.62	– 12.42	0.79	– 13.56	0.56
Hispanic	– 10.59	1.03	– 10.05	0.66	– 13.12	1.13
			Science (1972–73)			
White	3.12	0.25	3.48	0.32	2.13	0.20
Black	– 13.36	0.58	– 16.63	0.60	– 10.32	0.61
Hispanic	– 8.53	0.86	– 11.55	0.85	– 11.08	1.08
			Mathematics (1972–73)			
White	2.76	0.24	3.74	0.35	3.83	0.32
Black	– 12.38	0.54	– 18.23	0.68	– 19.83	0.60
Hispanic	– 7.77	0.83	– 11.71	1.00	– 14.36	1.02
			Career and Occupational Development (1973–74)			
White	3.23	0.26	3.50	0.34	2.19	0.19
Black	– 14.21	1.18	– 18.77	0.72	– 15.98	0.89
Hispanic	– 14.88	1.77	– 12.44	1.59	– 7.85	2.08
			Reading (1974–75)			
White	2.54	0.21	2.73	0.22	2.78	0.22
Black	– 10.94	0.58	– 13.95	0.61	– 16.44	0.74
Hispanic	– 10.77	1.11	– 11.25	1.38	– 11.42	1.54

NOTE: All differences from the national mean scores are significant at the 0.05 level.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Hispanic Student Achievement in Five Learning Areas: 1971–75*, 1977.

Chart 2.22
Achievement in Subject Areas by Age and Racial/Ethnic Group

In all age groups, blacks and Hispanics performed below the national means on achievement tests in five learning areas.



11

Table 2.23
Reading performance by age, race, and region: 1971 and 1975

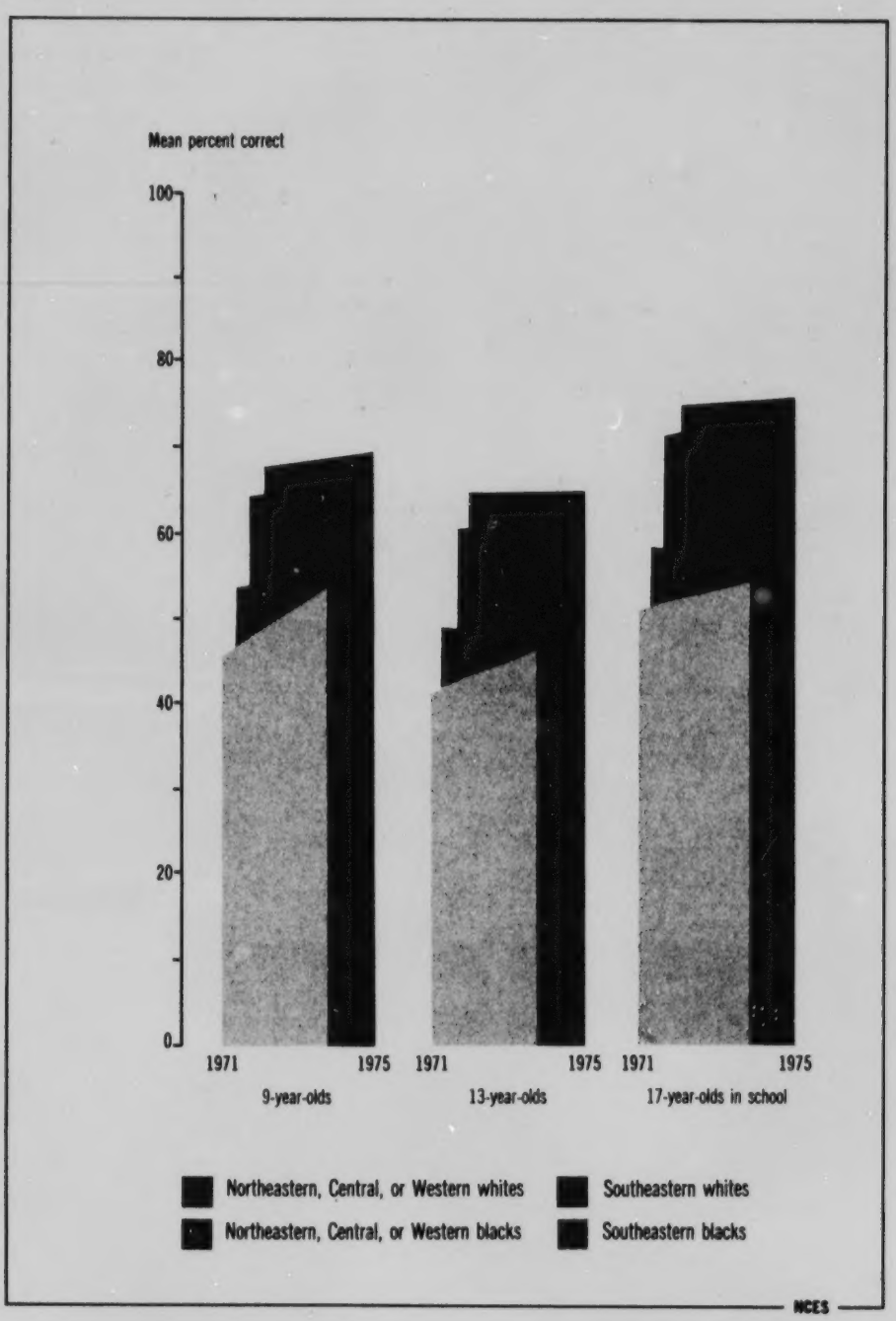
Race and region	Mean percent correct								
	9-year-olds			13-year-olds			17-year-olds in school		
	1971	1975	Mean change	1971	1975	Mean change	1971	1975	Mean change
Total	63.98	65.20	*1.22	60.60	60.74	0.14	72.12	72.00	−0.12
White students	68.44	67.67	*1.23	63.27	63.53	0.26	74.38	74.80	0.42
Northeast, Central or West region	67.83	68.31	*1.28	64.10	64.13	0.03	74.96	75.15	0.19
Southeast region	63.52	65.15	1.23	60.23	61.26	1.03	71.70	73.14	1.44
Black students	49.70	54.51	*4.81	45.55	46.39	0.84	55.21	55.43	0.22
Northeast, Central or West region	52.61	55.39	2.78	48.67	47.17	−1.50	57.98	56.68	−1.30
Southeast region	45.43	53.09	*7.66	40.96	45.58	*4.62	51.13	54.10	2.97

* Statistically significant at the 0.05 level.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, National Assessment of Educational Progress, unpublished data.

Chart 2.23
Reading Performance by Race and Region in 1971 and 1975

Reading performance of blacks improved in the Southeast from 1971 to 1975, particularly among the youngest age group. Among blacks in other regions, performance declined slightly among 13- and 17-year-olds.



12

Table 22.--National Assessment of Educational Progress for age 9, by subject and by selected characteristics of participants: United States, 1969 -73

Selected characteristics of participants	Science	Writing	Citizen-ship	Reading	Litera-ture	Music	Social studies	Mathe-matics
1	2	3	4	5	6	7	8	9
National median ρ[1]	63.2	28.3	64.1	70.4	43.9	58.8	72.2	36.7
Median delta ρ[1] (difference from national medians):								
Region:								
Southeast	−5.1	−3.1	−2.1	−5.9	−4.0	−2.8	−2.3	−5.6
West	−0.1	−1.5	0.0	−0.9	−0.5	−1.9	−2.4	0.0
Central	1.6	0.8	0.1	2.9	2.4	1.5	1.0	1.9
Northeast	2.3	3.5	1.9	2.1	0.6	3.2	2.9	2.9
Sex:								
Male	0.8	−4.0	0.1	−2.4	−0.7	−0.3	0.4	0.7
Female	−1.0	4.1	−0.2	2.3	0.6	0.3	−0.4	−0.7
Race:								
Black	−14.6	−12.6	−8.9	−16.3	−12.9	−7.9	−11.2	−12.9
White	3.1	2.6	1.9	2.8	2.1	2.0	2.5	2.9
Other	−10.4	−12.0	−8.9	−7.4	−8.6	−7.8	...	−6.4
Parental education:								
No high school	−7.2	−11.3	−5.5	−9.1	−7.3	−5.9	−6.6	−6.9
Some high school	−4.8	−5.5	−3.3	−4.8	−4.2	−4.6	−2.8	−3.5
Graduated high school	0.5	0.0	0.4	0.7	0.5	0.1	0.5	0.3
Post high school	5.8	6.1	3.9	6.8	5.8	5.0	5.5	5.8
Unknown	−4.6	−4.5	−5.3	−4.7	−4.5	−3.1	...	−3.1
Size and type of community:								
Low metropolitan	−15.1	−14.2	−5.7	−14.3	−9.4	−8.8	−11.1	−10.8
Extreme rural	−6.3	−4.6	−3.3	−4.4	−3.6	−2.7	−2.8	−3.6
Small place	0.9	−0.6	0.0	−0.6	0.3	0.1	0.5	−0.5
Medium city	0.8	2.1	1.4	0.1	−1.2	0.5	0.2	0.8
Main big city	−2.7	−2.9	−0.3	1.4	−0.5	0.0	−0.2	−0.9
Urban fringe	2.6	2.4	0.4	2.1	2.4	0.3	0.6	2.4
High metropolitan	7.2	5.8	3.4	8.4	7.5	5.5	6.7	8.1

[1] The median delta ρ is a single number used in National Assessment to describe a group's performance. The percent correct, or the ρ, for an exercise (test item) can be expressed for the Nation as a whole or for any of the National Assessment groups. The difference between these percentages is the delta ρ for the exercise. The median delta ρ for a group is the median of all delta ρ's for the group.

NOTE.--Data are for the following years:
1969–70: Science, Writing, Citizenship
1970–71: Reading, Literature
1971–72: Music, Social Studies
1972–73: Mathematics

SOURCE: Taken from material available in the files of National Assessment of Educational Progress, 1860 Lincoln Street, Denver, Colorado 80203. September, 1975.

13

Table 23.–National Assessment of Educational Progress for age 13, by subject and by selected characteristics of participants: United States, 1969–73

Selected characteristics of participants	Science	Writing	Citizenship	Reading	Literature	Music	Social studies	Mathematics
1	2	3	4	5	6	7	8	9
National median ρ[1]	58.3	55.4	63.1	68.1	53.4	48.9	66.2	51.3
Median delta ρ[1] (difference from national medians):								
Region:								
Southeast	−4.8	−5.1	−3.4	−4.8	−3.7	−2.2	−3.5	−5.0
West	−0.5	−0.6	−0.4	−0.3	1.2	−0.6	−1.2	−2.0
Central	1.9	1.6	1.1	2.3	0.8	1.5	1.5	2.5
Northeast	2.0	1.8	2.6	2.1	1.1	0.5	3.0	3.9
Sex:								
Male	1.5	−3.4	0.3	−2.5	−1.6	−0.9	0.1	0.4
Female	−1.4	3.2	−0.4	2.3	1.6	0.9	−0.1	−0.4
Race:								
Black	−15.1	−13.3	−7.1	−15.6	−12.4	−5.9	−13.3	−18.5
White	3.1	3.0	1.6	2.7	2.3	1.1	2.3	3.9
Other	−9.9	−12.6	−8.6	−4.0	−0.7	−4.1	...	−10.9
Parental education:								
No high school	−11.8	−9.3	−9.6	−11.9	−9.5	−5.1	−8.4	−11.9
Some high school	−6.2	−7.4	−6.3	−4.5	−3.7	−3.2	−5.5	−8.1
Graduated high school	−1.4	−2.0	−1.4	0.6	−0.3	−0.1	−0.4	−0.1
Post high school	5.1	5.5	3.9	6.7	5.9	3.3	6.4	8.3
Unknown	−7.7	−6.3	−6.3	−10.4	−9.9	−5.4	...	−11.7
Size and type of community:								
Low metropolitan	−13.7	−10.5	−6.0	−8.1	−5.4	−4.5	−8.7	−14.9
Extreme rural	−6.2	−6.3	−4.3	−3.9	−3.1	−1.4	−2.6	−2.1
Small place	0.5	−0.7	−0.3	−0.5	−0.6	0.1	−0.5	−0.1
Medium city	1.9	1.8	1.0	0.4	0.0	0.3	0.5	0.5
Main big city	−3.9	−0.4	0.0	−1.3	−0.8	−1.0	−0.2	−1.0
Urban fringe	2.8	1.8	0.8	2.2	1.3	0.0	0.7	1.5
High metropolitan	6.2	7.5	4.3	5.6	5.5	3.4	7.3	10.2

[1] The median delta ρ is a single number used in National Assessment to describe a group's performance. The percent correct, or the ρ, for an exercise (test item) can be expressed for the Nation as a whole or for any of the National Assessment groups. The difference between these percentages is the delta ρ for the exercise. The median delta ρ for a group is the median of all delta ρ's for the group.

NOTE.–Data are for the following years:
1969–70: Science, Writing, Citizenship
1970–71: Reading, Literature
1971–72: Music, Social Studies
1972–73: Mathematics

SOURCE: Taken from material available in the files of National Assessment of Educational Progress, 1860 Lincoln Street, Denver, Colorado 80203. September, 1975.

Table 24.–National Assessment of Educational Progress for age 17, by subject and by selected characteristics of participants: United States, 1969–73

Selected characteristics of participants	Science	Writing	Citizenship	Reading	Literature	Music	Social studies	Mathematics
1	2	3	4	5	6	7	8	9
National median ρ^1	47.0	62.5	61.8	77.5	61.3	49.2	73.8	57.1
Median delta ρ^1 (difference from national medians):								
Region:								
Southeast	−5.0	−7.8	−6.4	−4.9	−4.4	−1.6	−2.8	−5.2
West	1.6	4.1	2.4	−0.1	0.4	−0.8	−1.4	−0.4
Central	−0.1	2.2	1.0	1.8	1.2	1.4	1.4	1.3
Northeast	2.8	0.3	1.9	1.5	1.1	0.5	2.5	3.4
Sex:								
Male	2.8	−3.4	0.4	−2.0	−1.1	−0.9	0.6	2.3
Female	−2.4	3.0	−0.4	1.9	1.0	0.8	−0.6	−2.2
Race:								
Black	−11.9	−19.8	−9.8	−16.4	−13.9	−5.6	−13.3	−21.0
White	2.0	2.8	1.7	2.2	1.9	1.2	2.6	4.0
Other	−6.8	−8.2	−6.1	−3.5	−3.6	−7.2	...	−11.0
Parental education:								
No high school	−8.4	−10.8	−9.1	−11.1	−10.9	−7.6	−12.3	−14.4
Some high school	−7.7	−10.7	−8.6	−6.0	−6.5	−4.3	−6.1	−11.3
Graduated high school	0.1	1.2	0.3	−0.3	−0.6	−0.3	−0.5	−1.3
Post high school	5.0	6.4	5.0	5.6	6.9	3.6	5.6	8.8
Unknown	−9.1	−11.8	−11.0	−7.9	−9.4	−6.9	...	−14.2
Size and type of community:								
Low metropolitan	−7.4	−10.4	−4.8	−7.7	−7.2	−3.3	−6.3	−14.0
Extreme rural	−3.6	−4.1	−4.8	−2.6	−2.4	−1.3	−2.1	−4.1
Small place	−1.5	0.0	−1.9	−1.4	−0.7	−0.5	−0.4	0.3
Medium city	1.2	1.6	1.1	0.8	0.2	0.5	0.9	1.8
Main big city	0.2	−0.6	0.3	1.3	−0.6	−0.4	−0.9	−2.4
Urban fringe	0.9	3.0	2.4	1.2	1.1	0.5	1.0	1.8
High metropolitan	5.1	6.6	5.3	5.6	5.3	3.5	6.5	9.9

[1] The median delta ρ is a single number used in National Assessment to describe a group's performance. The percent correct, or the ρ, for an exercise (test item) can be expressed for the Nation as a whole or for any of the National Assessment groups. The difference between these percentages is the delta ρ for the exercise. The median delta ρ for a group is the median of all delta ρ's for the group.

NOTE.–Data are for the following years:
1969–70: Science, Writing, Citizenship
1970–71: Reading, Literature
1971–72: Music, Social Studies
1972–73: Mathematics

SOURCE: Taken from material available in the files of National Assessment of Educational Progress, 1860 Lincoln Street, Denver, Colorado 80203. September, 1975.

Table 25.–National Assessment of Educational Progress for young adults (ages 26–35), by subject and by selected characteristics of participants: United States, 1969–73

Selected characteristics of participants	Science	Writing	Citizenship	Reading	Literature	Music	Social studies	Mathematics
1	2	3	4	5	6	7	8	9
National median ρ[1]	51.2	58.4	60.4	83.5	84.0	41.5	72.4	59.3
Median delta ρ[1] (difference from national medians):								
Region:								
Southeast	–5.0	–8.1	–5.0	–8.1	–7.3	–3.9	–5.1	–3.4
West	2.4	1.4	1.7	2.2	2.3	0.1	1.9	1.3
Central	0.8	2.9	1.0	1.3	0.0	0.9	1.3	0.9
Northeast	0.6	1.9	0.9	1.0	2.4	1.8	0.7	0.4
Sex:								
Male	5.2	–2.3	1.4	0.2	0.0	–0.9	2.3	5.4
Female	–4.7	2.1	–1.3	–0.3	–0.1	0.9	–2.2	–5.0
Race:								
Black	–15.9	–18.9	–9.7	–18.7	–16.4	–9.0	–18.0	–24.5
White	2.6	3.2	1.5	2.4	2.1	1.7	2.9	3.9
Other	–10.9	–16.1	–7.7	–5.4	–3.9	–9.5	...	–12.4
Parental education:								
No high school	–8.0	–11.0	–6.5	–6.6	–8.7	–6.9	–9.3	–9.7
Some high school	–1.7	–1.9	–0.9	–0.4	–1.5	–2.1	–1.8	–4.8
Graduated high school	3.0	4.9	2.4	2.8	1.8	1.3	3.2	3.0
Post high school	9.0	12.5	7.5	7.9	10.1	9.0	9.4	12.2
Unknown	–16.8	–21.2	–14.2	–19.1	–14.5	–10.4	...	–22.4
Size and type of community:								
Low metropolitan	–10.2	–10.9	–6.0	...	...	–6.8	–12.7	–14.5
Extreme rural	–4.7	–6.5	–4.0	...	...	–4.4	–3.0	–2.3
Small place	–2.8	–3.2	–2.3	...	...	–0.7	0.6	0.1
Medium city	0.3	0.3	–1.1	...	...	0.4	0.4	0.8
Main big city	–2.9	–8.2	–2.2	...	...	–1.2	–2.2	–0.1
Urban fringe	0.7	1.1	0.3	...	...	0.5	1.6	0.4
High metropolitan	10.8	13.2	8.6	...	...	8.7	8.7	10.0

[1] The median delta ρ is a single number used in National Assessment to describe a group's performance. The percent correct, or the ρ, for an exercise (test item) can be expressed for the Nation as a whole or for any of the National Assessment groups. The difference between these percentages is the delta ρ for the exercise. The median delta ρ for a group is the median of all delta ρ's for the group.

NOTE.–Data are for the following years:
1969–70: Science, Writing, Citizenship
1970–71: Reading, Literature
1971–72: Music, Social Studies
1972–73: Mathematics

SOURCE: Taken from material available in the files of National Assessment of Educational Progress, 1860 Lincoln Street, Denver, Colorado 80203. September, 1975.

16

Table 26.–National Assessment of Educational Progress in science for ages 9, 13, and 17, by selected characteristics of participants: United States, 1969–70 and 1972–73

Selected characteristics of participants	Age 9			Age 13			Age 17[1]		
	Mean % correct		Mean change	Mean % correct		Mean change	Mean % correct		Mean change
	1969-70	1972-73		1969-70	1972-73		1969-70	1972-73	
1	2	3	4	5	6	7	8	9	10
All participants	61.1	59.4	−1.7	60.2	58.3	−1.9	45.6	42.3	−3.2
Region:									
Northeast	63.4	61.3	−2.2	62.0	60.7	−1.3	47.9	44.4	−3.5
Southeast	55.8	55.4	−0.4	55.1	55.4	0.3	42.4	40.8	−1.6
Central	62.6	60.8	−1.8	62.6	59.9	−2.8	45.5	42.5	−3.0
West	61.4	60.0	−1.4	59.8	56.9	−2.9	45.6	41.1	−4.5
Sex:									
Male	62.2	60.5	−1.6	62.3	60.5	−1.9	48.8	45.3	−3.4
Female	60.0	58.4	−1.7	58.2	56.2	−2.0	42.6	39.6	−3.0
Race:									
Black	47.0	46.1	−0.9	44.9	41.7	−1.7	33.9	32.0	−1.9
White	64.1	62.6	−1.5	63.5	61.8	−3.2	47.2	44.5	−2.7
Parental education:									
No high school	52.8	53.3	0.5	48.8	49.4	0.7	37.4	35.0	−2.4
Some high school	55.6	55.9	0.4	53.1	52.2	−0.9	40.4	36.3	−4.1
Graduated high school	61.5	60.5	−1.0	58.5	58.1	−0.4	43.9	41.1	−2.7
Post high school	67.0	65.1	−1.9	65.7	64.9	−0.9	49.5	46.7	−2.9
Unknown	56.8	55.6	−1.2	52.2	48.3	−3.8	38.7	34.0	−4.8
Size and type of community:									
Extreme rural	55.3	56.5	1.2	54.0	56.2	2.2	41.7	40.7	−1.0
Low metropolitan	46.2	46.0	−0.2	47.2	44.9	−2.3	38.6	34.2	−4.5
High metropolitan	69.2	66.5	−2.7	66.6	65.4	−1.2	50.9	46.9	−4.1
Main big city	59.0	58.0	−1.0	57.9	55.8	−2.0	44.9	39.6	−5.4
Urban fringe	63.2	61.1	−2.1	63.2	59.1	−4.1	46.2	42.4	−3.9
Medium city	62.3	60.9	−1.3	61.6	59.5	−2.1	46.6	42.7	−3.9
Small place	62.3	60.2	−2.1	61.5	59.6	−1.9	46.1	43.5	−2.6

[1] All participants of this age were in school.

NOTE.–The mean change is equal to the difference in the mean correct for each year but may differ in this table due to rounding.

SOURCE: Unpublished data from the National Assessment of Educational Progress, Denver, Colorado.

Table 27.--National Assessment of Educational Progress in reading for ages 9, 13, and 17, by selected characteristics of participants: United States, 1970–71 and 1974–75

Selected characteristics of participants	Age 9			Age 13			Age 17[1]		
	Mean % correct		Mean change	Mean % correct		Mean change	Mean % correct		Mean change
	1970-71	1974-75		1970-71	1974-75		1970-71	1974-75	
1	2	3	4	5	6	7	8	9	10
All participants	64.0	65.2	1.2	60.6	60.7	0.1	72.1	72.0	−0.1
Region:									
Northeast	65.8	66.8	1.0	63.2	62.1	−1.1	74.0	73.5	−0.5
Southeast	59.0	61.8	2.8	55.4	57.1	1.7	67.0	67.9	0.9
Central	66.6	67.5	0.9	63.2	63.4	0.3	74.4	74.4	([2])
West	63.3	64.1	0.7	59.9	59.8	−0.1	71.5	71.0	−0.5
Sex:									
Male	61.6	63.1	1.4	58.0	58.1	0.1	70.3	70.1	−0.1
Female	66.3	67.3	1.0	63.2	63.4	0.2	73.9	73.8	−0.1
Race:									
Black	49.7	54.5	4.8	45.6	46.4	0.8	55.2	55.4	0.2
White	66.4	67.7	1.2	63.3	63.5	0.3	74.4	74.8	0.4
Parental education:									
No high school	54.9	57.2	2.4	49.0	49.5	0.5	60.8	61.7	0.9
Some high school	59.0	58.9	−0.1	55.5	54.8	−0.7	65.9	65.1	−0.8
Graduated high school	64.7	66.1	1.4	61.2	60.2	−1.0	71.5	70.8	−0.7
Post high school	70.1	69.5	−0.6	67.3	67.3	([2])	77.8	77.1	−0.7
Size and type of community:									
Extreme rural	60.9	63.0	2.1	56.7	56.8	([2])	69.1	70.3	1.2
Low metropolitan	52.8	55.2	2.5	51.0	48.9	−2.1	63.9	62.8	−1.1
High metropolitan	71.6	71.2	−0.4	68.3	68.7	0.3	78.9	78.7	−0.2
Main big city	65.1	62.9	−2.2	62.2	60.1	−2.1	72.2	71.9	−0.3
Urban fringe	66.5	67.3	0.9	62.6	63.1	0.5	73.4	74.2	0.8
Medium city	64.0	65.5	1.6	60.0	59.6	−0.5	73.0	71.9	−1.0
Small place	63.4	65.8	2.3	60.0	61.5	1.4	71.4	72.7	1.3

[1] All participants of this age were in school.
[2] Less than .05.

NOTE.—The mean change is equal to the difference in the mean correct for each year but may differ in this table due to rounding.

SOURCE: Unpublished data from the National Assessment of Educational Progress, Denver, Colorado, August 1976.

18

Table 28.--National Assessment of Educational Progress in citizenship for ages 13 and 17, by selected characteristics of participants: United States, 1975-76[1]

Selected characteristics of participants	All exercises		Social attitudes		Political attitudes		Political knowledge		Political education	
	Age 13	Age 17	Age 13	Age 17	Age 13	Age 17	Age 13	Age 17	Age 13	Age 17
1	2	3	4	5	6	7	8	9	10	11
All participants	**69.7**	**76.5**	**87.1**	**88.4**	**72.0**	**76.5**	**62.2**	**71.4**	**69.9**	**79.0**
Region:										
Southeast	69.1	75.8	85.5	87.5	73.1	78.1	61.3	70.0	69.6	78.1
West	68.1	76.4	87.2	90.1	71.2	76.7	59.5	70.2	68.7	79.7
Central	70.5	77.1	87.1	88.0	71.9	76.3	63.7	72.5	70.4	79.8
Northeast	71.0	76.5	88.3	87.8	72.1	75.3	64.0	72.2	70.7	77.8
Sex:										
Male	69.7	76.8	84.3	85.0	72.2	76.0	63.8	73.6	67.6	78.2
Female	69.7	76.2	89.7	91.6	71.9	76.9	60.7	69.3	72.0	79.7
Race:										
Black	66.6	72.8	84.0	88.2	72.6	76.5	56.4	64.3	72.3	78.4
White	70.4	77.3	87.6	88.5	72.3	76.8	63.4	72.7	69.7	79.0
Parental education:										
No high school	65.2	71.9	83.2	86.0	68.4	72.8	56.8	64.5	66.9	79.1
Some high school	68.0	72.1	85.0	87.8	70.0	72.8	60.6	64.8	69.0	76.7
Graduated high school	68.9	75.4	87.2	88.3	71.0	74.8	61.1	70.0	69.0	78.5
Post high school	73.3	79.5	89.2	89.5	75.9	79.8	66.4	75.6	73.0	79.9
Size and type of community:										
Low metropolitan	67.0	74.3	86.8	87.8	71.3	74.0	57.2	68.2	69.7	79.0
Extreme rural	68.2	77.7	87.3	90.7	71.1	77.7	60.4	72.2	66.4	80.2
Small place	69.5	76.5	87.3	87.4	72.2	77.2	61.7	71.5	69.6	78.7
Medium city	69.8	75.9	86.2	89.1	70.9	75.1	62.9	70.8	71.0	77.4
Main big city	67.7	74.9	87.6	88.9	72.0	75.2	58.2	68.5	69.5	79.0
Urban fringe	69.6	76.2	85.7	88.5	71.0	74.0	63.2	71.0	68.4	82.1
High metropolitan	74.9	79.5	88.7	90.8	75.5	78.7	69.4	75.3	74.7	79.7

[1] Data shown refer to the mean percent of items answered correctly by the participants.

SOURCE: National Assessment of Educational Progress, *Education for Citizenship*, 1976.

CHART 1.—Percentages of students 2 or more years behind expected age-grade levels by ethnic origin and language characteristics: Spring 1976

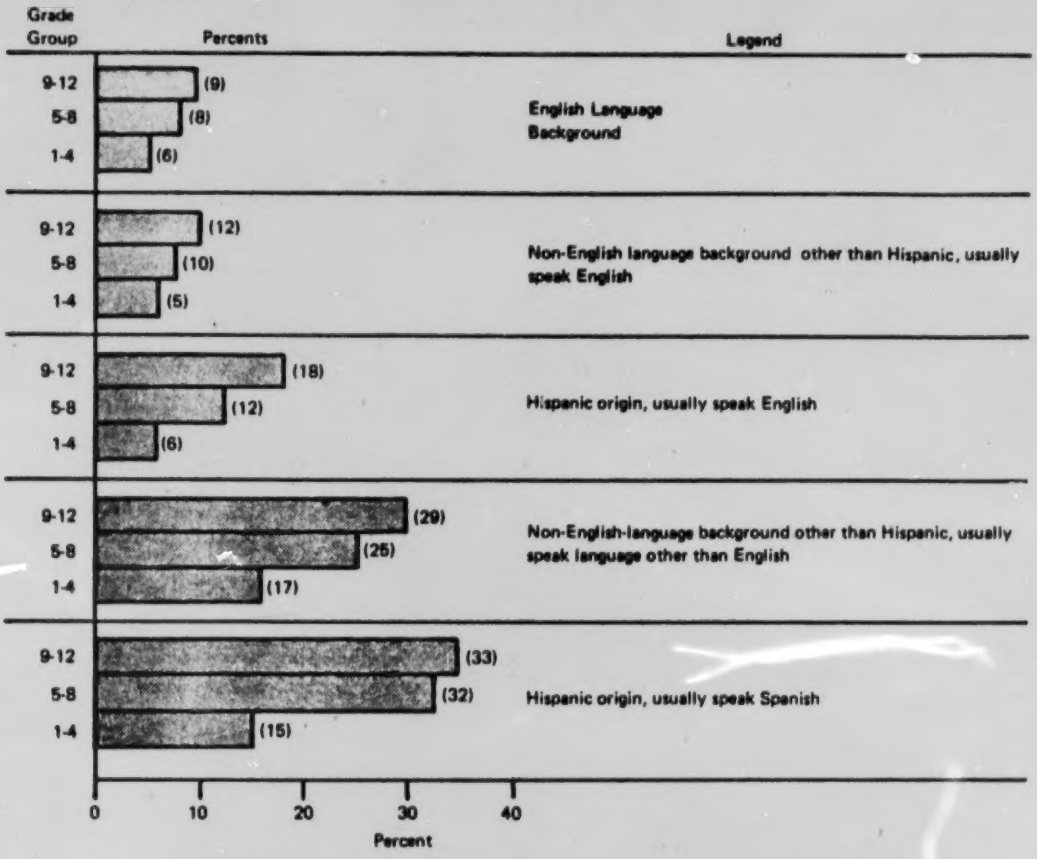
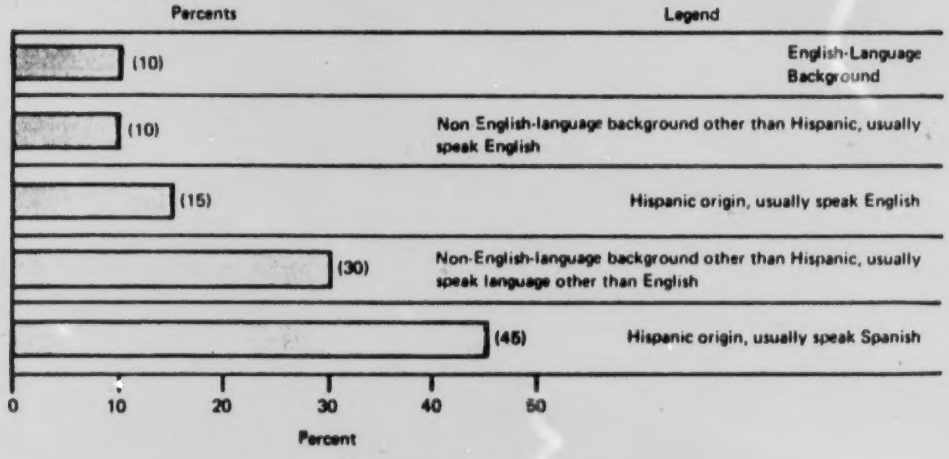


CHART 2.—Percentages of 14-25 year olds who have dropped out of school, by ethnic group and language characteristics: Spring 1976



20

Table 1.4

Employment status of population [1] not enrolled in school, 16 to 24 years old, by age, sex, racial/ethnic group, and educational attainment: October 1976

Characteristic	Total population	Labor force				
		Number	Percent of total population	Employed	Unemployed	
					Number	Percent of labor force
	(Numbers in thousands)					
TOTAL	19,674	15,548	79.0	13,384	2,162	13.9
16- to 19-year-olds	5,282	3,980	75.4	3,192	786	19.7
20- to 24-year-olds	14,392	11,568	80.4	10,192	1,376	11.9
Men	9,145	8,423	92.1	7,327	1,095	13.0
Women	10,529	7,124	67.7	6,056	1,068	15.0
White	16,939	13,675	80.7	11,993	1,678	12.3
High school dropouts	3,995	2,687	67.3	2,088	599	22.3
High school graduates, no college	9,044	7,481	82.7	6,674	807	10.8
College, 1 to 3 years	2,548	2,220	87.1	2,037	183	8.2
College graduates	1,353	1,290	95.3	1,198	92	7.1
Black	2,420	1,635	67.6	1,191	444	27.2
High school dropouts	912	496	54.4	312	184	37.1
High school graduates, no college	1,138	823	72.3	629	194	23.6
College, 1 to 3 years	281	232	82.6	169	63	27.2
College graduates	89	83	92.3	80	3	3.6
Spanish origin [2]	1,213	837	69.0	703	132	15.8
High school dropouts	645	394	61.1	308	86	21.8
High school graduates, no college	456	348	76.3	313	35	10.1
College, 1 to 3 years	96	83	86.5	71	12	14.5
College graduates	16	11	([3])	11	([3])	([3])
Mexican	825	571	69.2	474	94	16.5
Puerto Rican	159	90	56.6	66	24	26.7
Other Spanish origin	230	175	76.1	163	15	8.6

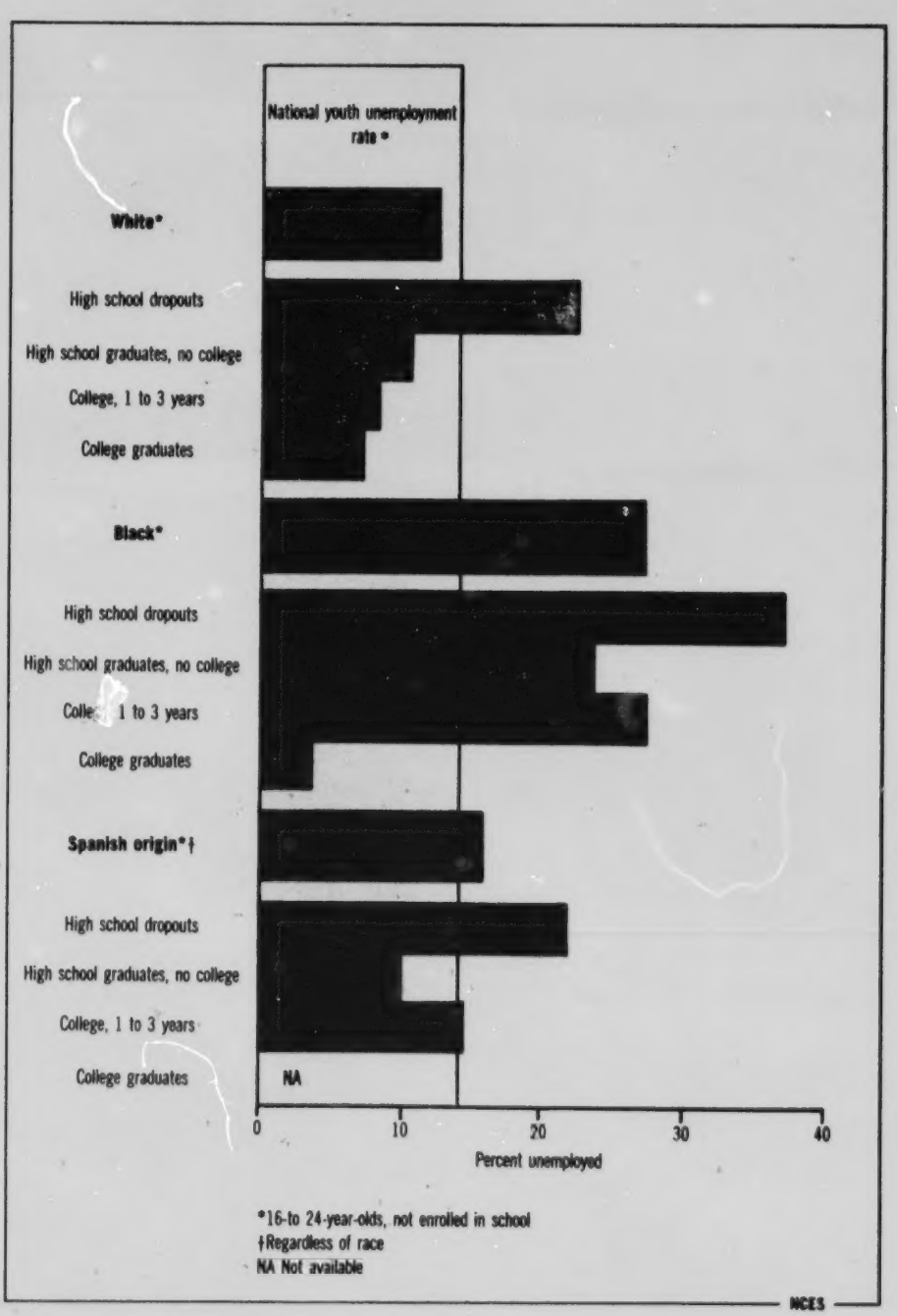
[1] Civilian noninstitutional population.
[2] Regardless of race.
[3] Base less than 75,000.

NOTE: Details may not add to totals because of rounding.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, Special Labor Force Report 200, *Students, Graduates and Dropouts in the Labor Market, October 1976,* and unpublished data.

Chart 1.4
Youth Unemployment by Educational Attainment

White and Hispanic youths who complete high school have unemployment rates below the national average for youth. Among black youths, only those who complete college have rates below the national average.



21

Table 165.--College enrollment and labor force status of 1976 high school graduates, by sex, race, and marital status of women: United States, October 1976

[Numbers in thousands]

Item	Civilian noninstitutional population		Civilian labor force					Not in labor force
			Number	As percent of population	Employed	Unemployed		
	Number	Percent				Number	As percent of civilian labor force	
1	2	3	4	5	6	7	8	9
Both sexes								
Total	**2,987**	**100.0**	**1,860**	**62.3**	**1,536**	**324**	**17.4**	**1,127**
White	2,638	88.3	1,686	63.9	1,441	245	14.5	952
Black and other races	349	11.7	174	49.9	95	79	45.4	175
Enrolled in college	1,458	48.8	575	39.4	483	92	16.0	883
Full-time	1,372	45.9	511	37.2	424	87	17.0	861
Part-time	86	2.9	64	74.4	59	5	7.8	22
Not enrolled in college	1,529	51.2	1,285	84.0	1,053	232	18.1	244
Men								
Total	**1,450**	**100.0**	**982**	**67.7**	**823**	**159**	**16.2**	**468**
Enrolled in college	685	47.2	284	41.5	242	42	14.8	401
Not enrolled in college	765	52.8	698	91.2	581	117	16.8	67
Women								
Total	**1,537**	**100.0**	**878**	**57.1**	**713**	**165**	**18.8**	**659**
Enrolled in college	773	50.3	291	37.6	241	50	17.2	482
Not enrolled in college	764	49.7	587	76.8	472	115	19.6	177
Single	615	40.0	498	81.0	400	98	19.7	117
Married and other marital status[1]	149	9.7	89	59.7	72	17	19.1	60

[1] Includes widowed, divorced, and separated women.

NOTE.--Data are for the civilian noninstitutional population 16 to 24 years of age. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, Special Labor Force Report, *Students, Graduates, and Dropouts in the Labor Market.*

47

22

Table 166.--Employment status of 1976 high school graduates not enrolled in college and of 1975-76 school dropouts, by sex, race, and marital status of women: United States, October 1976

[Numbers in thousands]

Item	Civilian noninstitutional population[1]		Civilian labor force[1]					Not in labor force[1]
			Number	As percent of population	Employed	Unemployed		
	Number	Percent				Number	As percent of civilian labor force	
1	2	3	4	5	6	7	8	9
1976 high school graduates not enrolled in college								
Total	**1,529**	**100.0**	**1,285**	**84.0**	**1,053**	**232**	**18.1**	**244**
Men	765	50.0	698	91.2	581	117	16.8	67
Women	764	50.0	587	76.8	472	115	19.6	177
Single	616	40.2	498	81.0	400	98	19.7	117
Married and other marital status[2]	149	9.8	89	59.7	72	17	19.1	60
White	1,347	88.1	1,157	85.9	982	175	15.1	190
Black and other races	182	11.9	128	70.3	71	57	44.5	54
1975-76 school dropouts[3]								
Total[4]	**737**	**100.0**	**463**	**62.8**	**320**	**143**	**30.9**	**274**
Men	416	56.4	322	77.4	231	91	28.3	94
Women	321	43.6	141	43.9	89	52	36.9	180
Single	212	28.8	100	47.2	63	37	37.0	112
Married and other marital status[2]	109	14.8	40	36.7	26	14	(5)	69
White	602	81.7	404	67.1	293	111	27.5	198
Black and other races	135	18.3	59	43.7	27	32	(5)	76

[1] Data are for the civilian noninstitutional population 16 to 24 years of age. Because of rounding, details may not add to totals.

[2] Includes widowed, divorced, and separated women.

[3] Persons who dropped out of school between October 1975 and October 1976.

[4] In addition, 98,000 persons 14 and 15 years old dropped out of school.

[5] Percent not shown where base is less than 75,000.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, Special Labor Force Report, *Students, Graduates, and Dropouts in the Labor Market, October 1976.*

23

Table 6.9
Unemployment rates for youths 15 to 24 years old: Selected countries, 1970 to 1976

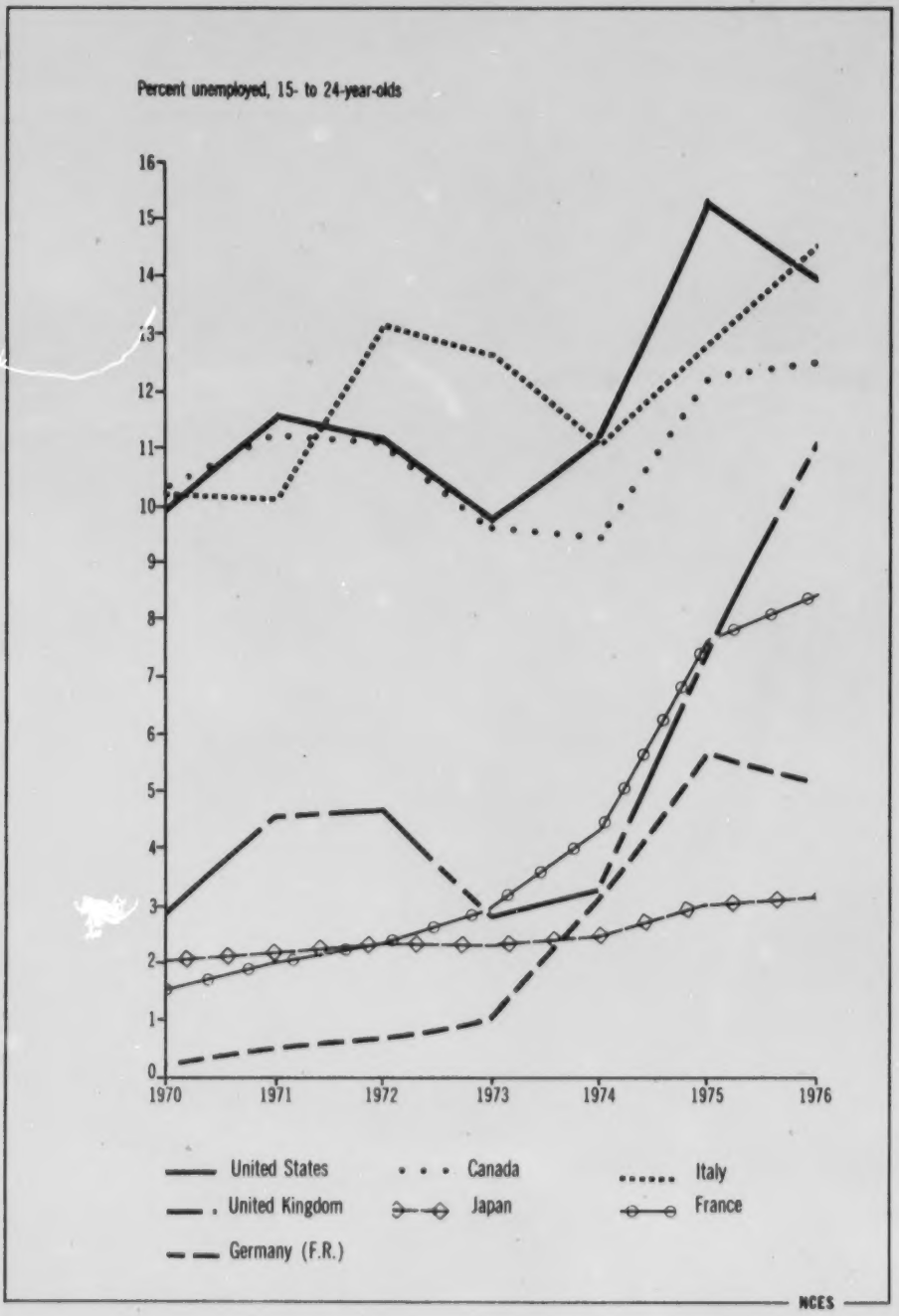
Country	1970	1971	1972	1973	1974	1975	1976
United States [1]	8.9	11.6	11.2	9.8	11.2	15.2	14.8
Canada	10.3	11.3	11.1	9.7	9.4	[2] 12.2	12.5
France [3]	1.5	2.0	2.4	2.9	4.3	7.8	8.4
Germany (F.R.) [3]	0.3	0.5	0.7	1.0	3.1	5.7	5.1
Italy [4]	10.2	10.1	13.1	12.8	11.1	12.8	14.5
Japan	2.0	2.1	2.4	2.3	2.5	3.0	3.1
United Kingdom [5, 6]	2.9	4.5	4.8	2.8	3.2	7.4	11.1

[1] Age group 16–24 years old.
[2] New data collection procedures were adopted in 1975.
[3] Unemployed aged under 25 years old; labor force aged 15–24 years old.
[4] Age group 14–24 years old.
[5] Unemployed aged under 25 years old; labor force aged 16–24 years old.
[6] Rate for Great Britain.

SOURCE: Organization for Economic Cooperation and Development, Paris, France.

Chart 6.9
Youth Unemployment

Youth unemployment rates rose in many countries during the early 1970's. Since 1975 youth unemployment rates have declined slightly in the United States and Germany.



24

Table 3.6
Full-time enrollment in institutions of higher education, by racial/ethnic group and level and control of institution: Aggregate United States, fall 1976

Level of institution	Total	White [1]	Black [1]	Hispanic	Asian or Pacific Islander	American Indian/ Alaskan Native	Non-resident alien
UNIVERSITY:							
Number	2,079,939	1,794,252	107,399	56,115	42,401	9,494	70,278
Percent	100.0	86.3	5.2	2.7	2.0	0.5	3.4
Private:							
Number	480,729	401,856	31,403	10,717	10,511	1,657	24,585
Percent	100.0	83.6	6.5	2.2	2.2	0.3	5.1
Public:							
Number	1,589,210	1,382,396	75,996	45,398	31,890	7,837	45,693
Percent	100.0	87.0	4.8	2.9	2.0	0.5	2.9
OTHER 4-YEAR:							
Number	3,015,236	2,447,698	330,324	113,188	43,202	15,302	65,522
Percent	100.0	81.2	11.0	3.8	1.4	0.5	2.2
Private:							
Number	1,139,262	944,427	107,116	41,584	11,444	3,446	31,245
Percent	100.0	82.9	9.4	3.7	1.0	0.3	2.7
Public:							
Number	1,875,974	1,503,271	223,208	71,604	31,758	11,856	34,277
Percent	100.0	80.1	11.9	3.8	1.7	0.6	1.8
2-YEAR							
Number	1,690,775	1,272,034	221,874	119,444	33,908	18,424	25,091
Percent	100.0	75.2	13.1	7.1	2.0	1.1	1.5
Private:							
Number	118,507	78,920	16,479	18,100	700	1,496	2,812
Percent	100.0	66.6	13.9	15.3	0.6	1.3	2.4
Public:							
Number	1,572,268	1,193,114	205,395	101,344	33,208	16,928	22,279
Percent	100.0	75.9	13.1	6.4	2.1	1.1	1.4

[1] Non-Hispanic.

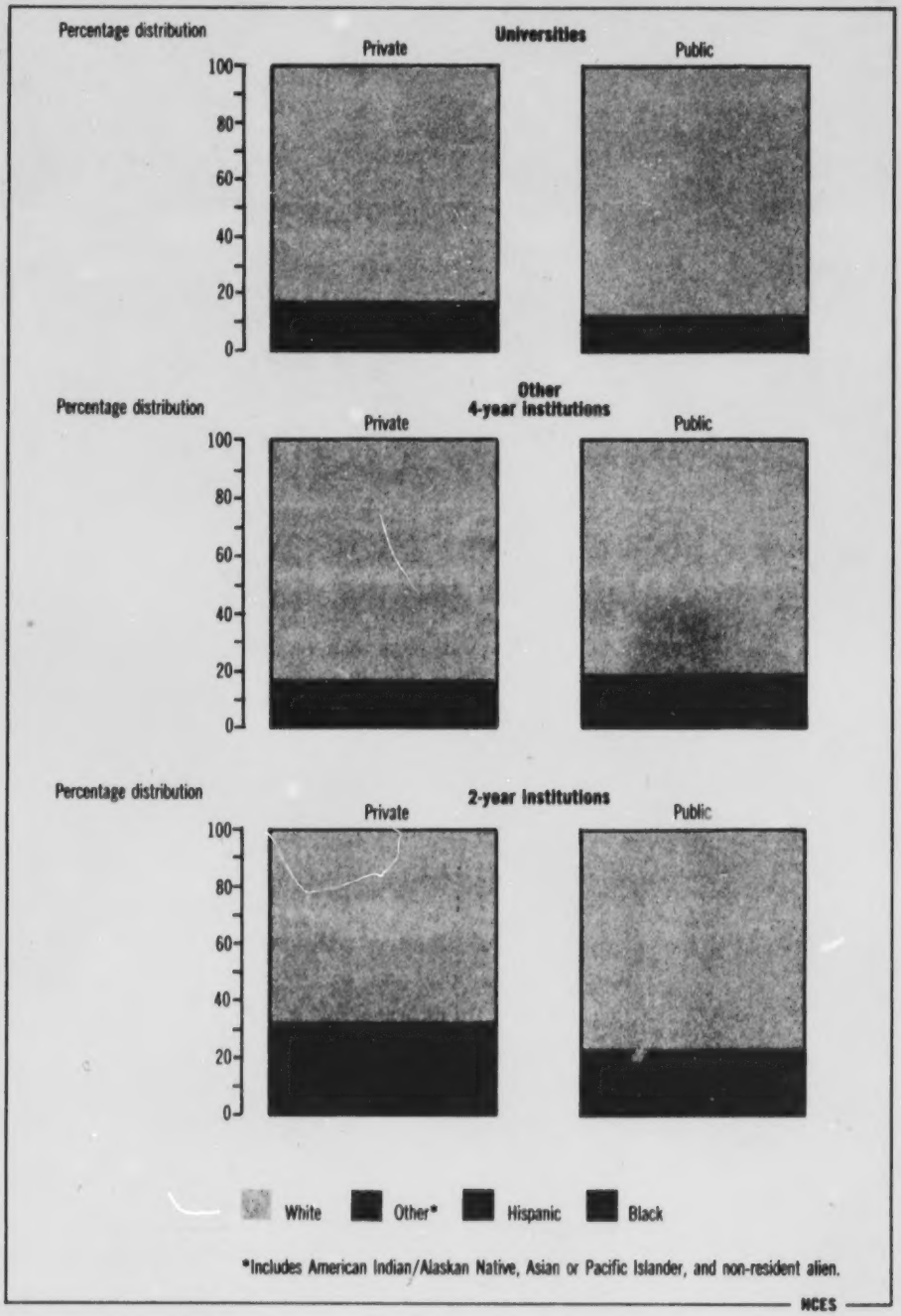
NOTE: These data do not include those institutions that did not provide information by ethnic and racial categories.

SOURCE: U.S. Department of Health, Education, and Welfare, Office for Civil Rights and National Center for Education Statistics, preliminary data.

51

Chart 3.6
Enrollment in Institutions of Higher Education, by Racial/Ethnic Group

Non-white enrollment is greater at private than at public universities and 2-year institutions, but it is greater at public than at private 4-year institutions.



25

Table 3.7

College enrollment of the population[1] 14 to 34 years old, by race and sex: October 1966 to October 1976

Item	Total	White		Black		Other
		Male	Female	Male	Female	
	(Numbers in thousands)					
1966:						
Number	6,085	3,536	2,172	154	128	95
Percent	100.0	58.1	35.7	2.5	2.1	1.6
1967:						
Number	6,401	3,560	2,345	199	171	126
Percent	100.0	55.6	36.6	3.1	2.7	2.0
1968:						
Number	6,801	3,843	2,412	221	213	112
Percent	100.0	56.5	35.5	3.3	3.1	1.6
1969:						
Number	7,435	4,146	2,681	236	256	116
Percent	100.0	55.8	36.1	3.2	3.4	1.6
1970:						
Number	7,413	4,066	2,693	253	269	132
Percent	100.0	54.9	36.3	3.4	3.6	1.8
1971:						
Number	8,087	4,407	2,867	363	317	134
Percent	100.0	54.5	35.5	4.5	3.9	1.7
1972:						
Number	8,313	4,397	3,061	384	343	128
Percent	100.0	52.9	36.8	4.6	4.1	1.5
1973:						
Number	8,179	4,218	3,105	358	326	171
Percent	100.0	51.6	38.0	4.4	4.0	2.1
1974:						
Number	8,827	4,367	3,413	422	392	232
Percent	100.0	49.5	38.7	4.8	4.4	2.6
1975:						
Number	9,697	4,774	3,743	442	506	233
Percent	100.0	49.2	38.6	4.6	5.2	2.4
1976:						
Number	9,950	4,658	3,986	489	573	244
Percent	100.0	46.8	40.1	4.9	5.8	2.5

[1] Civilian noninstitutional population.

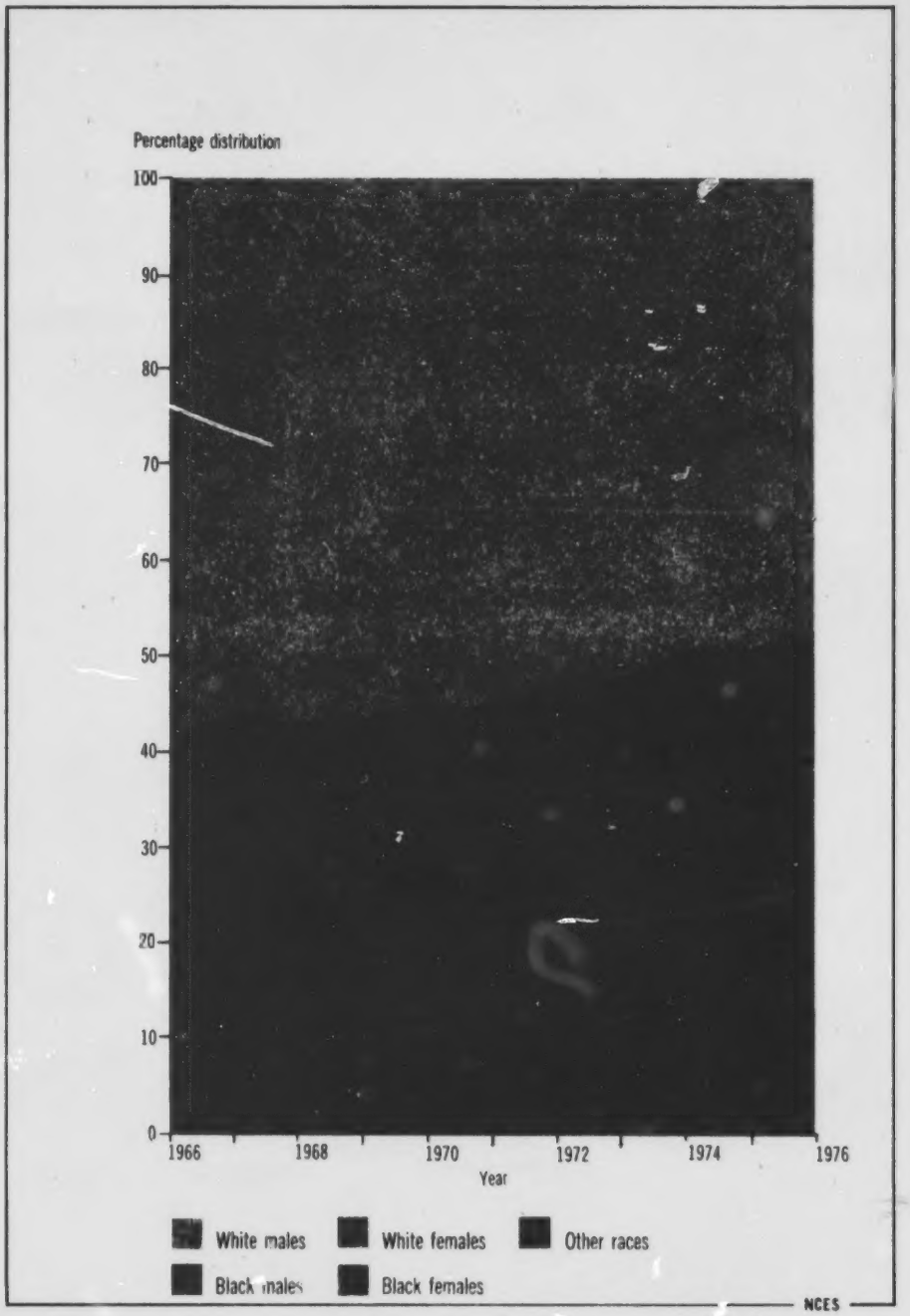
NOTE: Details may not add to totals because of rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *School Enrollment—Social and Economic Characteristics of Students: October 1976* (Advance Report); Series P-20, No. 309, July 1977.

53

Chart 3.7
Distribution of College Enrollment, by Race and Sex

The proportion of college enrollees who are black has increased from 4.6 percent in 1966 to 10.7 percent in 1976. The number of black college students has increased over 275 percent from 1966 to 1976.



26

Table 3.8

Number and college enrollment of persons 18 years old and over, by family income and racial/ethnic group: Spring 1976

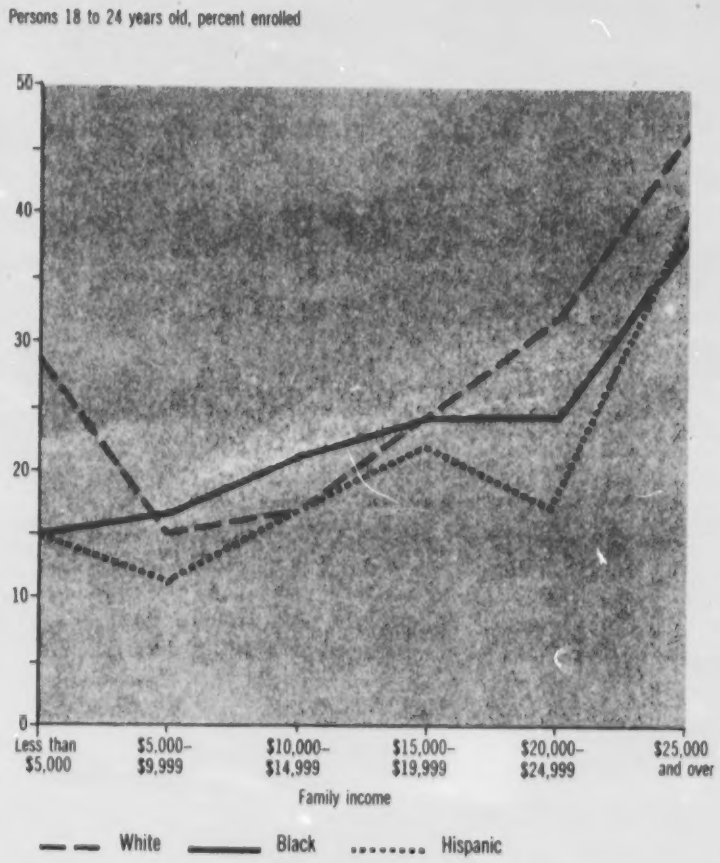
Age and racial/ethnic group[1]	All incomes	Family income: Under $5,000	$5,000–9,999	$10,000–14,999	$15,000–19,999	$20,000–24,999	$25,000 and over
	(Numbers in thousands)						
18 to 24 years old							
White:							
Total	23,305	3,112	4,823	4,617	3,534	2,540	4,679
Number enrolled	6,200	879	728	776	855	820	2,143
Percent of income group	27	28	15	17	24	32	46
Black:							
Total	3,321	782	998	663	395	241	242
Number enrolled	668	118	169	136	94	58	92
Percent of income group	20	15	17	21	24	24	38
Hispanic:							
Total	1,440	316	404	354	189	86	91
Number enrolled	244	47	46	59	42	15	36
Percent of income group	17	15	11	17	22	17	39
25 years old and over							
White:							
Total	105,913	13,490	20,213	21,943	19,037	13,205	18,206
Number enrolled	4,189	300	573	847	929	651	890
Percent of income group	4	2	3	4	5	5	5
Black:							
Total	11,492	3,023	3,147	2,246	1,383	815	877
Number enrolled	537	71	92	100	84	71	120
Percent of income group	5	2	3	4	6	9	14
Hispanic:							
Total	4,783	931	1,324	1,195	657	355	320
Number enrolled	207	21	36	69	35	32	0
Percent of income group	4	2	3	6	5	9	0

[1] Categories are not discrete (i.e. a person may be counted in both the white and Hispanic categories).

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Survey of Income and Education, unpublished data.

Chart 3.8
College Enrollment Rates by Family Income and Racial/Ethnic Origin

Among 18- to 24-year-olds with a family income between $5,000 and $19,999, the college enrollment rate of blacks exceeds that of whites and Hispanics.



NCES

27

Table 3.14

Total withdrawal rate [1] for 2-year and 4-year college students [2] and graduation rate for 2-year college students by financial aid status, academic ability, race, educational aspirations, and socioeconomic status (SES): 1974

Student characteristic	Total withdrawal rate [3]				Graduation rate for 2-year college students	
	4-year college students		2-year college students			
	Aided	Not aided	Aided	Not aided	Aided	Not aided
Ability:						
Low	**37.0** (26.5)	**53.4** (44.9)	**53.1** (40.6)	**63.3** (54.8)	11.0	4.1
Middle	**26.0** (19.6)	**35.1** (27.7)	**39.3** (33.7)	**47.8** (40.9)	21.3	11.7
High	**14.4** (11.1)	**21.6** (17.2)	**18.6** (15.1)	**43.2** (37.7)	31.3	16.2
Race:						
White	**20.9** (15.6)	**29.0** (22.5)	**34.0** (25.5)	**49.1** (42.4)	25.5	12.2
Black	**24.4** (18.4)	**46.2** (37.5)	**43.5** (33.5)	**67.1** (58.0)	11.0	4.1
Educational aspirations:						
Vocational-technical school	**73.3** (53.0)	**79.9** (66.3)	**62.8** (48.4)	**78.5** (69.9)	13.1	5.1
2-year college	**53.8** (45.3)	**74.1** (51.8)	**60.0** (44.4)	**60.4** (51.7)	20.7	10.7
4-year college	**25.8** (19.9)	**30.9** (25.2)	**34.5** (29.3)	**41.8** (35.5)	24.2	11.3
Graduate school	**14.9** (10.9)	**20.2** (15.0)	**21.6** (16.0)	**36.0** (30.8)	22.7	15.7
Socioeconomic status (SES):						
Low	**30.8** (22.8)	**52.6** (43.0)	**46.7** (38.7)	**64.3** (56.3)	15.8	6.4
Middle	**22.6** (16.7)	**37.5** (30.2)	**34.5** (29.3)	**55.1** (46.6)	25.0	10.4
High	**14.4** (10.9)	**22.2** (16.4)	**25.0** (17.3)	**38.6** (33.3)	22.6	13.8

[1] Percentage of those in a given enrollment and financial aid status who have withdrawn.
[2] Includes those attending college in 1972 or 1973, but not in 1974.
[3] Includes those who withdrew for academic and nonacademic reasons. Figures in parentheses are nonacademic withdrawal rates; subtracting these figures from the ones preceding them will give academic withdrawal rates for that subgroup.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972, unpublished tabulations.

57

Chart 3.14
Financial Aid Status and College Withdrawal Rates

College students who receive financial aid have lower withdrawal rates than those who do not.

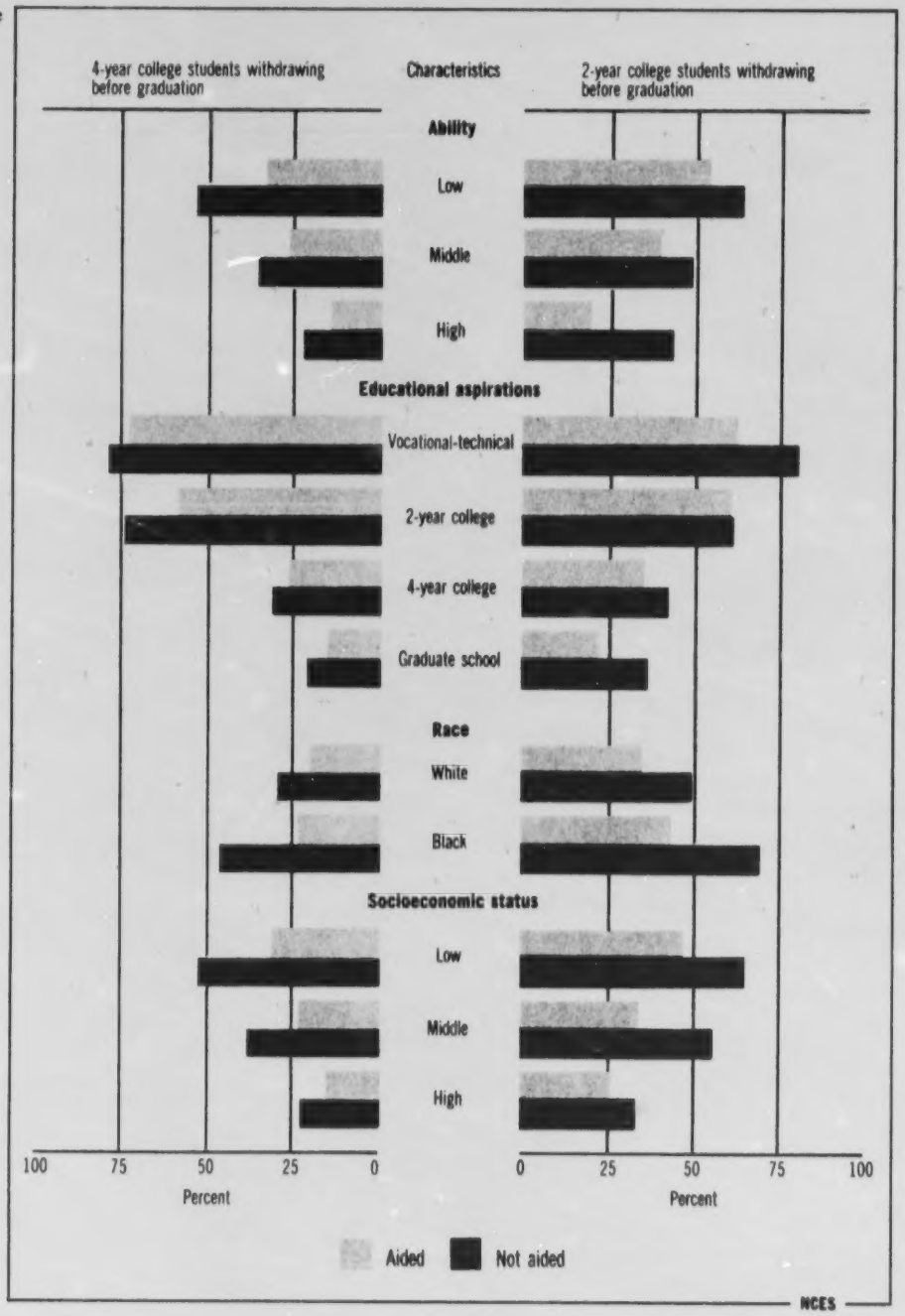


Table 3.15
Educational attainment of students,[1] by financial aid status and other selected characteristics: 1976

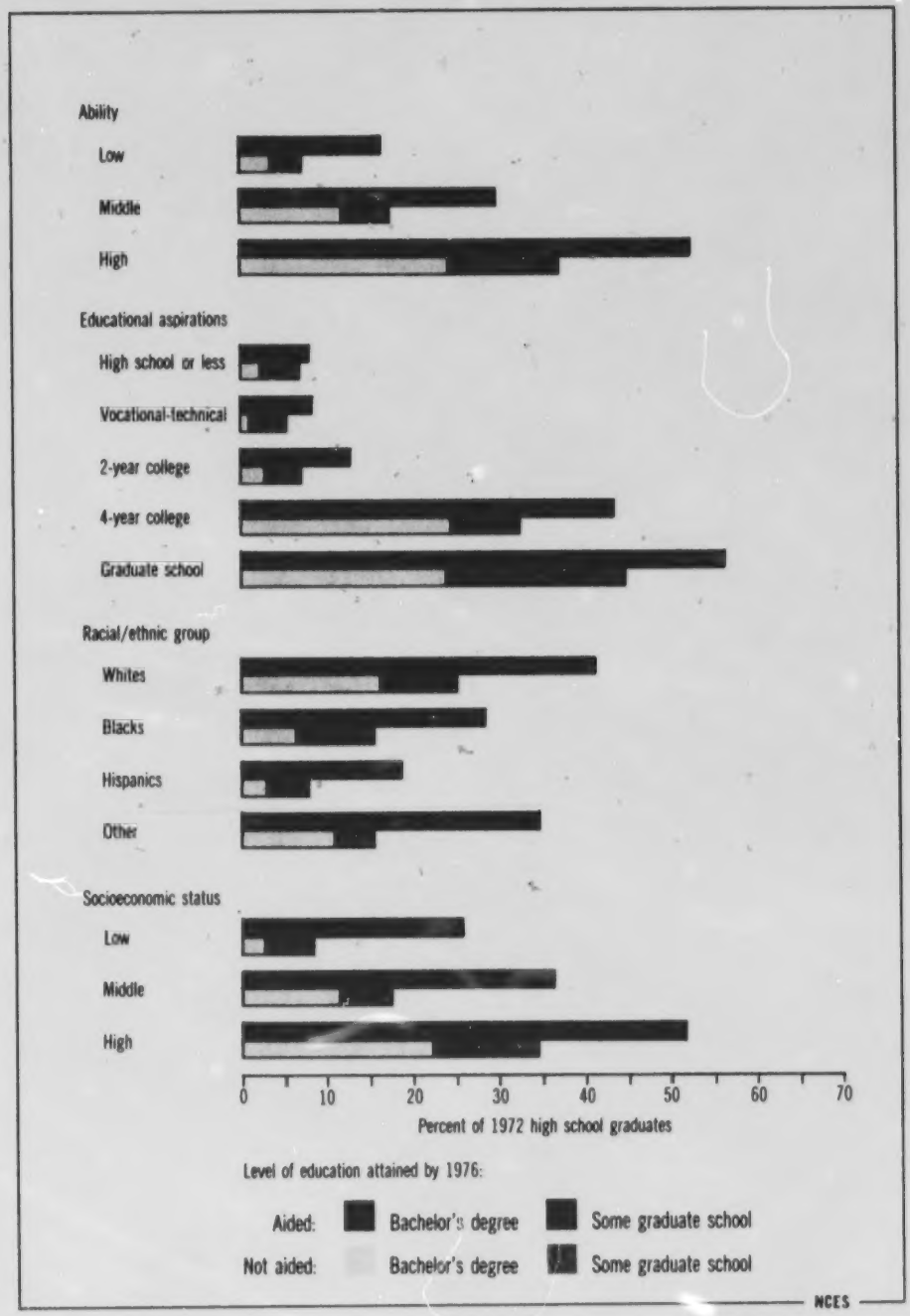
Characteristic	Highest level of education attained					
	Bachelor's degree			Some graduate school		
	Total	Aided [2]	Not aided	Total	Aided [2]	Not aided
	(In percent)					
TOTAL	20.0	24.9	15.3	11.1	13.8	8.6
Ability:						
Low	6.8	10.7	3.7	4.6	5.9	3.5
Middle	16.3	21.7	12.1	6.6	8.3	5.2
High	28.8	32.3	24.8	16.6	20.2	12.3
Educational aspirations:						
High school or less	2.5	2.8	2.3	4.8	5.1	4.6
Vocational-technical	1.7	3.1	0.9	4.7	5.2	4.4
2-year college	5.1	8.5	3.0	4.2	4.4	4.1
4-year college	28.4	31.6	24.6	10.2	12.0	8.2
Graduate school	27.4	29.7	24.0	24.4	26.8	20.9
Racial/ethnic group:						
White	21.3	27.1	16.3	11.3	14.1	8.9
Black	14.2	17.2	6.8	10.5	11.3	8.8
Hispanic	5.2	7.0	3.0	8.7	11.8	4.9
Other	15.1	18.7	11.6	10.3	15.9	4.7
Sex:						
Male	17.3	21.7	13.2	11.3	14.2	8.6
Female	22.8	28.1	17.6	11.0	13.3	8.6
Socioeconomic status:						
Low	11.2	15.8	2.9	8.1	9.6	5.5
Middle	17.8	23.6	11.6	9.4	12.7	5.9
High	26.6	33.3	22.1	14.6	18.1	12.3

[1] Percentage of classifiable respondents in the National Longitudinal Study of the High School Class of 1972 who attended college at some time between 1972 and 1976.
[2] Received aid at some time between 1972 and 1976.

SOURCE: U.S Department of Health, Education, and Welfare, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972, unpublished data.

Chart 3.15
Educational Attainment by Receipt of Financial Aid

Among college students in the National Longitudinal Study of the High School Class of 1972, those who received financial aid were more likely to have graduated from college by 1976.



29

Table 3.17
Higher education degrees earned by racial/ethnic group and sex: Aggregate United States, 1975–76

Level of degree	Total		White [1]		Black [1]		Hispanic		American Indian/ Alaskan native		Asian or Pacific Islander		Nonresident alien	
	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
Associate:														
Total	**488,677**	**100.0**	**413,100**	**84.5**	**40,965**	**8.4**	**22,714**	**4.6**	**2,517**	**0.5**	**5,695**	**1.2**	**3,686**	**0.8**
Male	256,782	100.0	219,019	85.3	19,163	7.5	11,838	4.6	1,298	0.5	3,003	1.2	2,461	1.0
Female	231,895	100.0	194,081	83.7	21,802	9.4	10,876	4.7	1,219	0.5	2,692	1.2	1,225	0.5
Bachelor's:														
Total	**927,085**	**100.0**	**811,772**	**87.6**	**59,187**	**6.4**	**26,220**	**2.8**	**3,498**	**0.4**	**11,323**	**1.2**	**15,085**	**1.6**
Male	503,226	100.0	444,768	88.4	25,660	5.1	13,594	2.7	1,916	0.4	6,359	1.3	10,929	2.2
Female	423,859	100.0	367,004	86.6	33,527	7.9	12,626	3.0	1,582	0.4	4,964	1.2	4,156	1.0
Master's:														
Total	**310,493**	**100.0**	**262,851**	**84.7**	**20,351**	**6.6**	**6,379**	**2.1**	**795**	**0.3**	**4,037**	**1.3**	**16,080**	**5.2**
Male	165,971	100.0	139,539	84.1	7,809	4.7	3,316	2.0	432	0.3	2,499	1.5	12,376	7.5
Female	144,522	100.0	123,312	85.3	12,542	8.7	3,063	2.1	363	0.3	1,538	1.1	3,704	2.6
Medicine:														
Total	**13,487**	**100.0**	**11,993**	**88.9**	**708**	**5.2**	**304**	**2.3**	**47**	**0.3**	**227**	**1.7**	**208**	**1.5**
Male	11,294	100.0	10,163	90.0	504	4.5	245	2.2	36	0.3	177	1.6	169	1.5
Female	2,193	100.0	1,830	83.4	204	9.3	59	2.7	11	0.5	50	2.3	39	1.8
Law:														
Total	**32,483**	**100.0**	**29,520**	**90.9**	**1,519**	**4.7**	**858**	**2.6**	**75**	**0.2**	**312**	**1.0**	**199**	**0.6**
Male	26,237	100.0	23,999	91.5	1,102	4.2	697	2.7	59	0.2	230	0.9	150	0.6
Female	6,246	100.0	5,521	88.4	417	6.7	161	2.6	16	0.3	82	1.3	49	0.8
Ph.D. or Ed.D.:														
Total	**33,799**	**100.0**	**27,435**	**81.2**	**1,213**	**3.6**	**407**	**1.2**	**93**	**0.3**	**583**	**1.7**	**4,068**	**12.0**
Male	26,016	100.0	20,853	80.2	771	3.0	294	1.1	77	0.3	480	1.8	3,541	13.6
Female	7,783	100.0	6,582	84.6	442	5.7	113	1.5	16	0.2	103	1.3	527	6.8

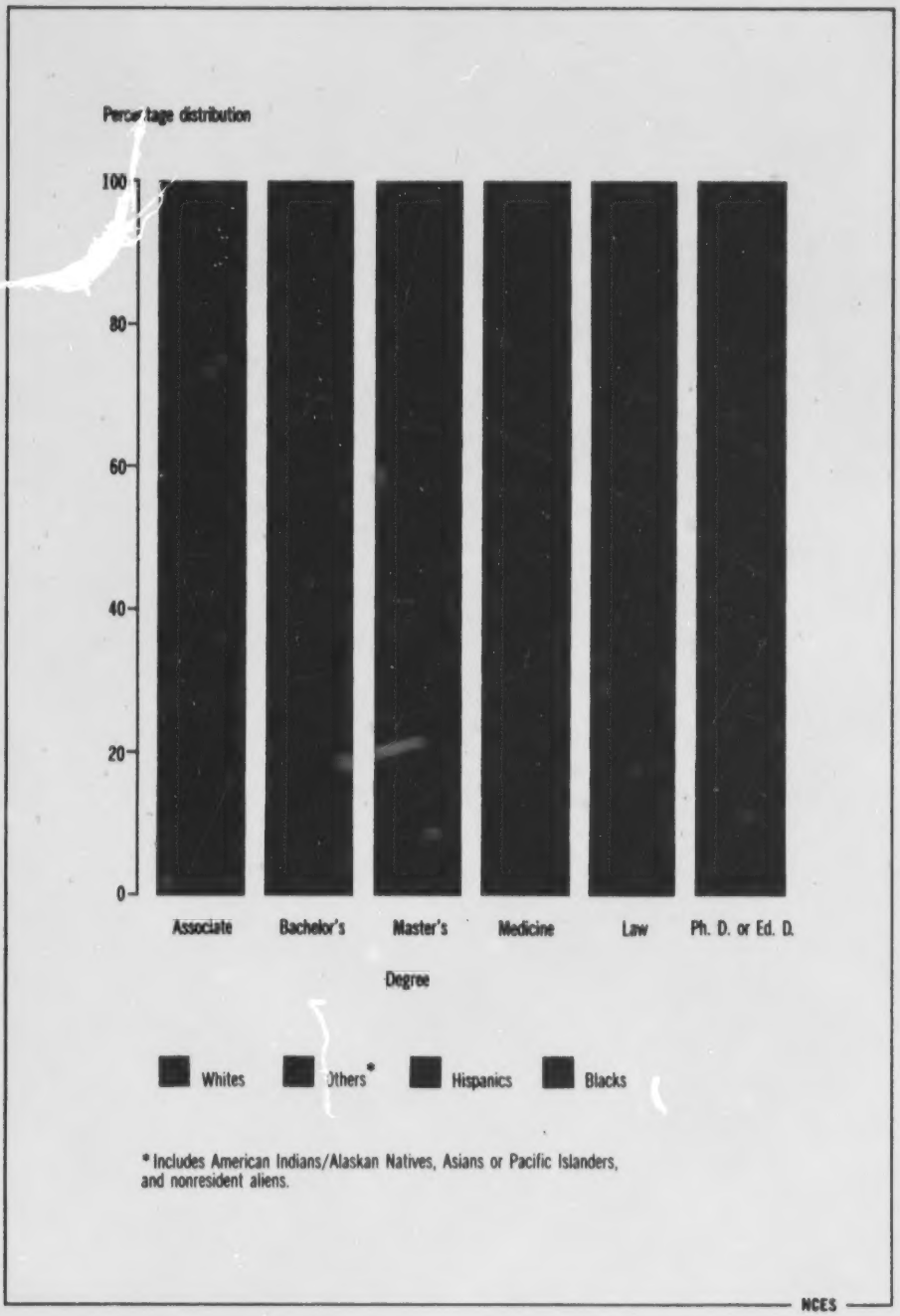
[1] Non-Hispanic.

NOTE: Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, Office of Civil Rights and National Center for Education Statistics, unpublished tabulations.

Chart 3.17
Degrees Earned by Racial/Ethnic Group

Blacks earned less than 6 percent of the medical, law, and doctoral degrees conferred in 1975–76.



III. SCHOOLS

A. Revenues and Expenditures for Public Elementary and Secondary Education
B. Public Opinion Concerning Schools
C. Crime in the Schools

30

Table 2.12
Per-pupil revenue for public elementary and secondary education, by source and by State or other area: 1975–76

State or other area	Revenue per pupil									
	Total		Federal		State and local[1]		State		Local [1]	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
United States	$1,715	100.0	$150	8.8	$1,565	91.2	$753	43.9	$812	47.3
Alabama	1,171	100.0	194	16.6	977	83.4	729	62.3	248	21.2
Alaska	3,120	100.0	668	21.4	2,452	78.6	1,933	62.0	519	16.6
Arizona	1,882	100.0	173	10.3	1,709	89.7	768	45.7	741	44.1
Arkansas	1,119	100.0	176	15.7	943	84.3	574	51.3	369	33.0
California	1,755	100.0	146	8.3	1,609	91.7	744	42.4	865	49.3
Colorado	1,752	100.0	129	7.4	1,623	92.6	713	40.7	910	51.9
Connecticut	1,882	100.0	85	4.5	1,797	95.5	611	32.5	1,186	63.0
Delaware	1,858	100.0	180	9.7	1,678	90.3	1,338	68.3	431	22.0
District of Columbia [2 3]	2,126	100.0	674	31.7	1,452	62.3	1,452	68.3	...	...
Florida	1,555	100.0	157	10.1	1,397	89.8	810	52.1	587	37.7
Georgia	1,226	100.0	178	14.5	1,048	85.5	577	47.1	471	38.4
Hawaii [3]	1,650	100.0	212	12.8	1,438	87.2	1,438	87.2	...	...
Idaho	1,306	100.0	118	9.1	1,188	90.9	630	48.2	558	42.7
Illinois	1,770	100.0	123	6.9	1,648	93.1	696	39.3	952	53.8
Indiana	1,477	100.0	94	6.4	1,383	93.6	716	48.5	667	45.2
Iowa	1,650	100.0	89	5.4	1,561	94.6	691	41.9	870	52.7
Kansas	1,618	100.0	130	8.0	1,487	91.9	630	38.9	857	53.0
Kentucky	1,238	100.0	181	14.6	1,058	85.3	687	55.5	369	29.8
Louisiana	1,363	100.0	199	14.6	1,165	85.5	781	57.3	384	28.2
Maine	1,300	100.0	129	9.8	1,172	90.2	561	43.2	611	47.0
Maryland	2,107	100.0	167	7.9	1,939	92.0	864	41.0	1,075	51.0
Massachusetts	2,134	100.0	90	4.2	2,044	95.8	769	36.0	1,275	59.7
Michigan	2,186	100.0	134	6.2	2,032	93.8	974	45.0	1,058	48.8
Minnesota	1,921	100.0	120	6.2	1,801	93.8	1,124	58.5	677	35.2
Mississippi	1,094	100.0	232	21.2	862	78.8	596	54.5	266	24.3
Missouri	1,365	100.0	127	9.3	1,238	90.7	507	37.1	731	53.6
Montana	1,785	100.0	165	9.3	1,620	90.6	899	50.9	701	39.7
Nebraska	1,420	100.0	117	8.2	1,304	91.8	270	19.0	1,034	72.8
Nevada	1,552	100.0	129	8.3	1,423	91.7	581	37.4	842	54.3
New Hampshire	1,430	100.0	83	5.8	1,347	94.2	135	9.5	1,212	84.7
New Jersey	2,157	100.0	133	6.2	2,024	93.8	616	28.6	1,408	65.3
New Mexico	1,445	100.0	333	23.0	1,112	77.0	859	59.4	253	17.5
New York	2,699	100.0	165	6.1	2,534	93.9	1,060	39.3	1,474	54.6
North Carolina	1,283	100.0	175	13.6	1,108	86.4	791	61.7	317	24.7
North Dakota	1,504	100.0	176	11.7	1,329	88.4	657	43.7	672	44.7
Ohio	1,446	100.0	101	7.0	1,344	93.0	571	39.5	773	53.5
Oklahoma	1,309	100.0	163	12.5	1,146	87.6	661	50.5	485	37.1
Oregon	1,985	100.0	154	7.8	1,830	92.2	517	26.0	1,313	66.1
Pennsylvania	1,913	100.0	165	8.6	1,748	91.4	902	47.2	846	44.2
Rhode Island	1,629	100.0	137	8.4	1,492	91.6	544	33.4	948	58.2
South Carolina	1,299	100.0	229	17.6	1,070	82.4	713	54.9	357	27.5
South Dakota	1,382	100.0	174	12.8	1,188	87.2	232	17.0	956	70.2
Tennessee	1,119	100.0	144	12.9	974	87.0	551	49.2	423	37.8
Texas	1,507	100.0	170	11.3	1,337	88.7	738	49.0	599	39.7
Utah	1,384	100.0	126	9.1	1,258	90.9	756	54.6	502	36.3
Vermont	1,618	100.0	114	7.0	1,503	92.9	463	28.6	1,040	64.3
Virginia	1,487	100.0	170	11.4	1,317	88.6	476	32.0	841	56.6
Washington	1,704	100.0	157	9.2	1,547	90.8	1,041	61.1	506	29.7
West Virginia	1,288	100.0	157	12.2	1,131	87.8	700	54.3	431	33.5
Wisconsin	1,757	100.0	85	5.1	1,667	94.9	641	36.5	1,026	58.4
Wyoming	1,951	100.0	139	7.1	1,812	92.9	604	31.0	1,208	61.9
Outlying areas:										
American Samoa	908	100.0	401	44.2	508	55.9	508	55.9	...	...
Canal Zone	1,642	100.0	1,642	100.0	...	...	...	...	...	...
Guam	1,794	100.0	489	27.3	1,305	72.7	1,305	72.7	...	...
Puerto Rico	623	100.0	172	27.6	451	72.4	451	72.4	...	...
Virgin Islands	1,569	100.0	214	13.6	1,355	86.4	1,355	86.4	...	...

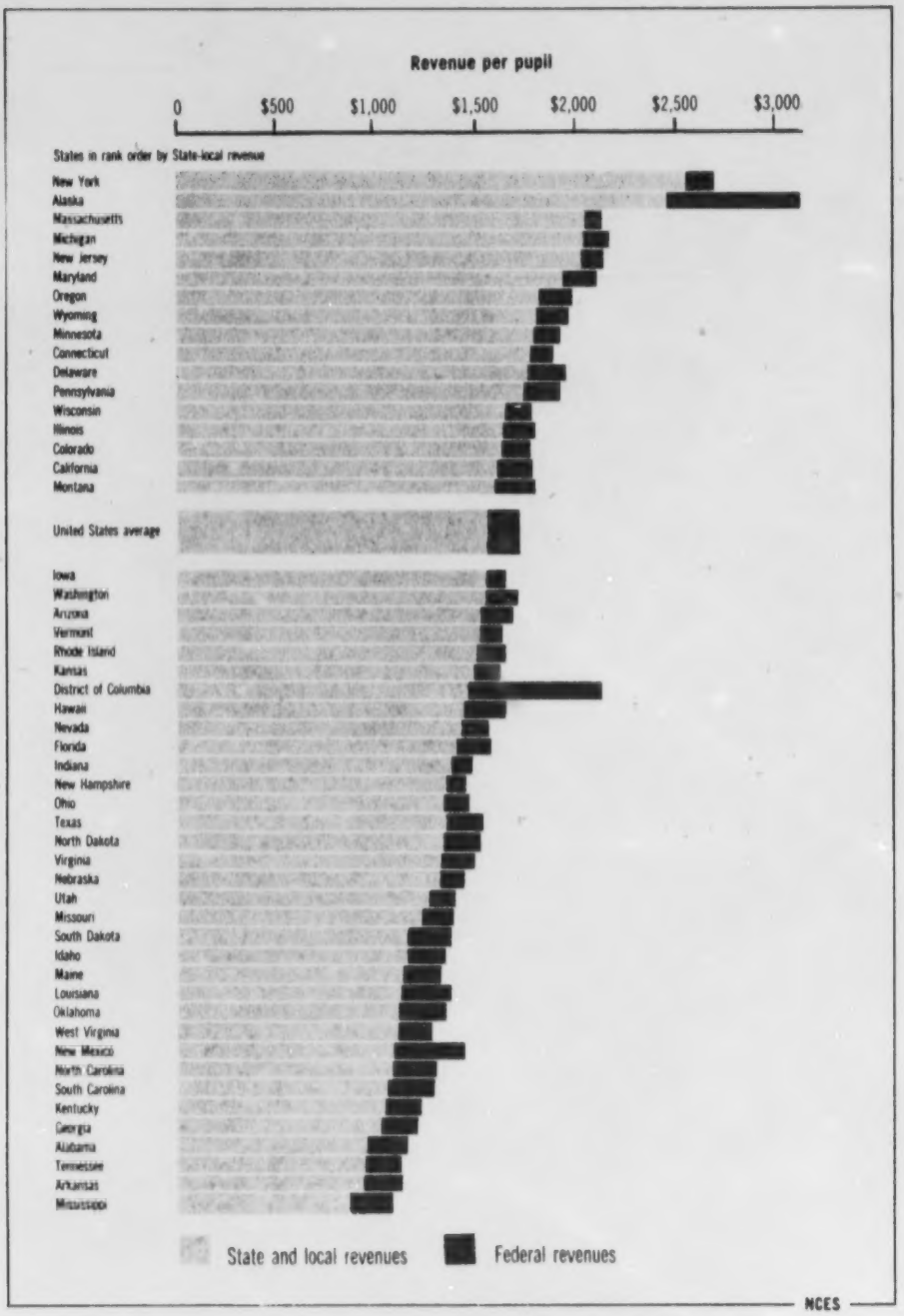
[1] Local revenues include revenues from the intermediate level.
[2] Revenues from Federal sources for the District of Columbia include 17.6 percent of the revenues from local sources, since that percentage of the general revenues of the District of Columbia was received from the Federal Government in FY 1976.
[3] In Hawaii and the District of Columbia, the local school system encompasses the entire political subdivision. Therefore, for these two school systems, all revenues from other than Federal sources are classified as from State sources.

NOTE: Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Revenues and Expenditures for Public Elementary and Secondary Education, 1975–1976*, forthcoming.

Chart 2.12
Per-Pupil Revenue for Elementary and Secondary Education by Source

States vary considerably in the amounts of funds they allocate to public elementary and secondary education. Federal funding helps to reduce these interstate disparities because the poorest States tend to receive somewhat greater shares than the wealthier ones.



31

Table 2.14

Ratios of per-pupil revenues and expenditures of large city school systems to their State's average per-pupil revenues and expenditures: School year ending 1968 and 1975

Item	Ratio of per-pupil finances of large city school systems to their State's per-pupil finances		Percent of systems with per-pupil finances equal or greater than their State's average		Percentage distribution of systems by change in ratio from 1968 to 1975		
	1968 [1]	1975 [2]	1968	1975	Increased	Decreased	No change
Total revenues	0.95	1.13	**38**	**78**	85	15	0
Local revenues	1.07	1.14	**65**	**64**	56	39	5
State revenues	0.82	1.03	**18**	**50**	85	14	1
Federal revenues	1.12	1.80	**50**	**86**	93	5	3
ESEA Title I	1.46	1.87	68	83	76	24	0
School Lunch Program	0.71	1.58	20	84	93	7	0
Total current expenditures allocable to pupils	1.02	1.13	**53**	**74**	78	21	1
Administration	0.92	1.11	**28**	**55**	74	25	1
Instruction	1.07	1.13	**79**	**79**	66	33	1
Transportation	0.32	0.62	**1**	**14**	86	11	3

[1] The 1967–68 figures are computed using ratios of average daily attendance. They are taken from *Finances of Large City School Systems—A Comparative Analysis*, by L. H. Fox and G. E. Hurd, 1971.
[2] The 1974–75 figures are computed using ratios of average daily membership.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Finances of Large City School Systems*, forthcoming.

Chart 2.14
Revenue and Expenditure Patterns of Large City School Systems

In 1974–75, more large city school systems received funding at or above their State's average than in 1967–68. Most of the increased funding came from State and Federal sources.

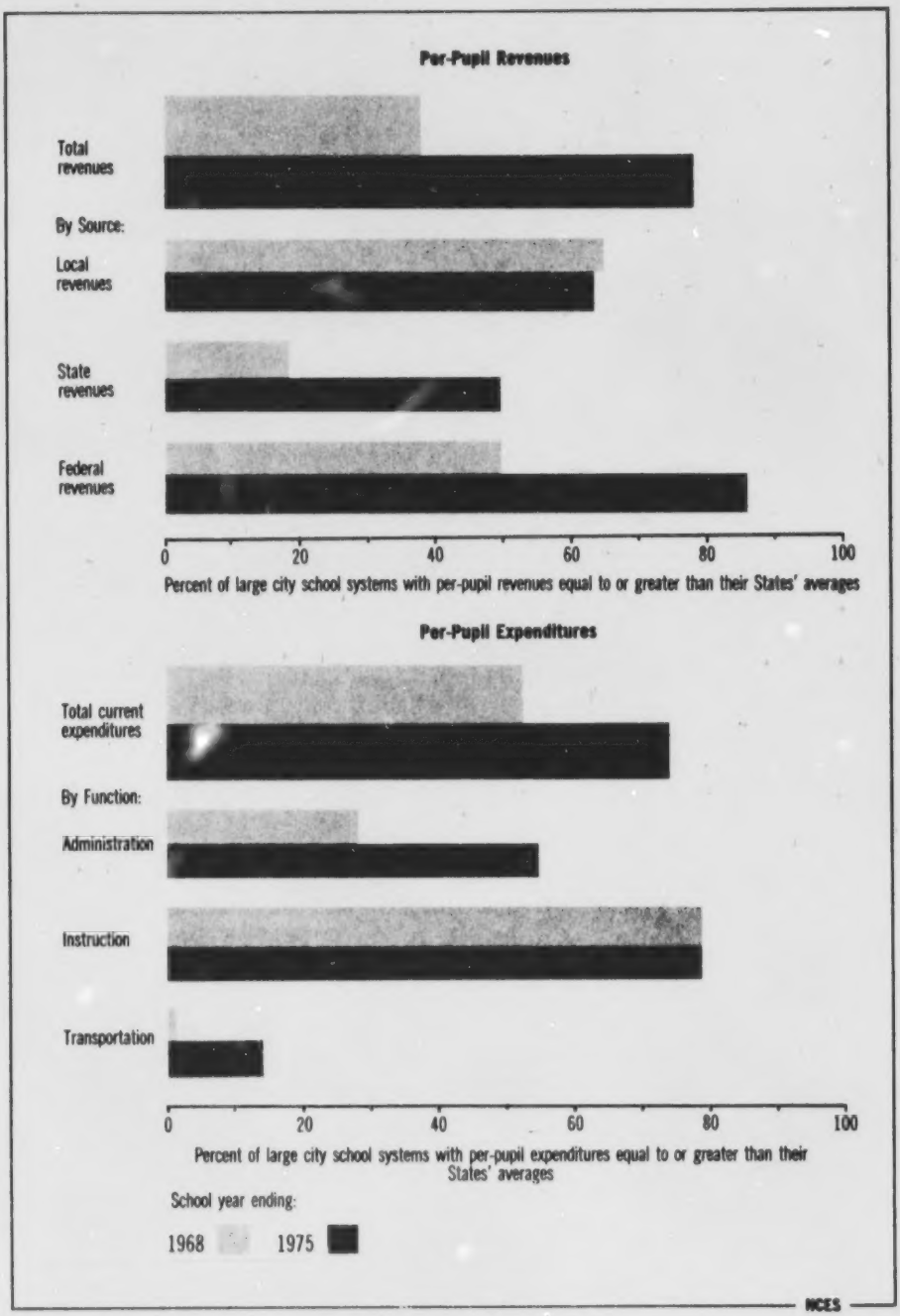


Table 70.--Summary of expenditures for public elementary and secondary education, by purpose and by State: 1975-76

[In thousands of dollars]

State or other area	Total expenditures, all schools	Current expenditures for elementary and secondary day schools								Other programs[3]	Capital outlay[4]	Interest on school debt
		Total	Administration[1]	Instruction	Plant operation and maintenance	Fixed charges	Attendance and health services	Transportation services	Other pupil services[2]			
1	2	3	4	5	6	7	8	9	10	11	12	13
United States	**$70,829,345**	**$62,262,415**	**$3,185,558**	**$39,582,347**	**$6,606,537**	**$7,292,585**	**$525,062**	**$2,371,814**	**$2,699,512**	**$750,533**	**$5,920,065**	**$1,896,332**
Alabama	859,982	809,511	40,849	477,870	55,047	112,620	15,103	25,129	82,893	3,720	40,786	5,965
Alaska	302,885	245,391	34,044	157,079	38,545	(5)	(5)	10,569	5,154	294	46,200	11,000
Arizona	807,602	654,069	29,473	440,388	80,297	66,507	(5)	16,976	20,428	---	138,562	14,971
Arkansas	495,728	429,388	24,346	262,437	38,987	45,145	5,551	20,643	31,279	659	53,487	12,194
California	7,958,141	6,876,203	317,097	4,758,560	591,025	918,160	35,806	90,591	164,964	121,031	847,132	113,775
Colorado	847,906	768,191	51,885	479,819	95,377	79,482	7,928	24,628	29,072	1,517	44,484	33,714
Connecticut	1,005,794	952,160	61,964	695,851	112,821	(5)	13,651	40,062	27,811	482	13,980	39,172
Delaware	220,306	198,000	10,496	118,597	26,116	23,165	2,182	9,513	7,931	1,490	12,008	8,808
Dist. of Columbia	254,827	238,161	13,065	156,701	33,673	19,067	1,965	8,264	5,426	1,986	14,680	---
Florida	2,328,630	1,964,677	108,487	1,265,884	200,481	228,587	(5)	53,634	107,604	66,840	243,766	53,347
Georgia	1,321,366	1,160,338	45,118	734,593	118,013	109,488	4,865	51,602	96,659	---	139,399	21,629
Hawaii	305,813	263,293	14,769	169,335	21,529	31,787	4,218	5,862	15,793	9,796	31,983	741
Idaho	260,747	206,127	10,332	132,366	23,366	23,747	828	9,306	6,182	---	38,684	5,936
Illinois	3,750,490	3,196,264	154,127	2,123,944	391,189	213,118	45,844	112,669	155,373	12,748	400,902	140,576
Indiana	1,544,914	1,316,881	40,981	830,523	169,128	154,800	10,668	53,549	47,132	18,341	155,055	54,637
Iowa	959,578	871,238	39,651	555,177	112,780	79,970	5,658	40,825	37,177	2,889	66,257	19,194
Kansas	650,240	596,271	26,503	381,803	63,789	71,602	3,229	22,690	26,660	528	42,063	11,373
Kentucky	709,994	646,071	22,773	418,108	60,471	45,410	5,161	40,542	53,608	212	37,428	26,281
Louisiana	1,081,658	973,456	83,155	575,710	83,876	73,265	5,105	61,534	90,814	5,479	75,956	26,764
Maine	328,759	278,239	11,474	189,692	31,291	5,692	1,538	17,154	18,398	8,318	34,099	8,103
Maryland	1,591,838	1,337,384	45,986	856,553	173,166	149,124	13,077	57,169	42,309	15,693	202,478	36,283
Massachusetts	2,279,513	2,022,430	76,311	1,341,413	240,642	180,449	20,418	81,600	81,597	76,039	124,089	56,955
Michigan	3,616,548	3,195,858	123,002	2,005,835	392,057	460,271	15,099	122,440	77,154	4,924	287,294	128,472
Minnesota	1,601,993	1,368,062	57,118	861,304	139,326	159,593	11,073	78,149	51,489	29,447	163,688	50,806
Mississippi	515,801	478,708	17,919	303,884	37,840	39,980	2,123	24,791	52,171	2,078	26,350	8,665
Missouri	1,202,173	1,082,498	41,659	734,796	119,969	79,662	8,223	53,358	44,831	---	93,159	26,516
Montana	273,048	248,144	13,105	160,614	25,766	26,440	1,784	10,909	9,526	---	21,298	3,606
Nebraska	439,803	419,300	27,588	262,763	49,445	46,577	2,443	14,431	16,053	1,388	8,889	10,226
Nevada	207,144	173,497	6,452	110,756	21,434	21,013	1,199	6,929	5,714	53	23,087	10,507
New Hampshire	239,582	206,083	16,818	128,235	21,827	17,678	2,258	9,602	9,665	949	25,267	7,283
New Jersey	2,810,747	2,556,948	107,059	1,589,135	290,042	325,045	41,464	91,936	112,267	30,123	139,408	84,268
New Mexico	390,477	329,724	14,769	208,970	35,047	33,787	2,449	15,923	18,779	2,984	52,342	5,427
New York	7,584,675	7,052,857	289,296	4,073,200	619,587	1,376,369	82,464	379,408	232,533	63,382	234,906	233,530
North Carolina	1,521,236	1,333,038	132,981	827,385	106,522	130,331	4,008	42,945	89,866	---	174,676	13,522
North Dakota	177,895	159,179	9,644	102,829	19,407	7,619	312	12,178	7,190	103	15,702	2,911

See footnotes at end of table.

Table 70.–Summary of expenditures for public elementary and secondary education, by purpose and by State: 1975-76–Continued

[In thousands of dollars]

State or other area	Total expenditures, all schools	Current expenditures for elementary and secondary day schools								Other programs[3]	Capital outlay[4]	Interest on school debt
		Total	Administration[1]	Instruction	Plant operation and maintenance	Fixed charges	Attendance and health services	Transportation services	Other pupil services[3]			
1	2	3	4	5	6	7	8	9	10	11	12	13
Ohio	3,148,570	2,741,207	122,375	1,739,866	323,928	359,372	15,035	88,531	92,100	34,447	303,154	69,762
Oklahoma	729,863	643,228	31,079	396,962	72,251	79,462	3,190	25,535	34,749	16,334	61,842	8,459
Oregon	850,279	759,304	38,846	480,660	92,511	83,400	3,168	31,558	29,161	2,309	73,177	15,489
Pennsylvania	4,039,309	3,461,788	136,977	2,049,777	414,578	535,507	49,815	135,864	139,270	100,919	300,759	175,843
Rhode Island	272,884	255,047	12,264	168,787	25,639	23,389	2,012	9,053	13,903	542	1,703	15,592
South Carolina	727,852	628,257	26,197	398,493	57,673	72,503	4,540	17,772	52,079	5,842	76,561	17,192
South Dakota	204,414	185,261	10,243	118,606	18,588	17,770	565	9,503	9,987	---	16,450	2,703
Tennessee	1,059,901	863,647	25,758	547,168	62,506	106,466	4,789	36,987	79,974	56,672	129,026	10,556
Texas	3,803,156	3,247,805	475,266	2,012,298	328,467	146,780	33,571	64,679	186,744	12,359	387,522	155,470
Utah	419,825	326,181	11,487	202,497	35,582	51,860	1,583	9,214	13,958	10,367	74,454	8,823
Vermont	146,681	134,983	7,461	80,343	17,731	14,432	1,188	7,329	6,499	30	7,233	4,435
Virginia	1,514,750	1,333,891	39,825	886,489	152,567	126,183	9,428	58,421	60,978	---	130,329	50,530
Washington	1,222,969	1,118,119	51,423	781,007	145,247	52,566	6,067	53,402	28,407	5,536	76,207	23,107
West Virginia	511,030	449,485	16,539	275,625	44,553	54,956	3,673	29,958	24,181	4,132	50,854	6,559
Wisconsin	1,563,496	1,379,366	45,423	872,531	158,759	196,735	5,754	58,761	42,403	16,972	127,485	39,673
Wyoming	176,517	137,193	15,092	79,132	16,084	12,651	2,987	7,632	3,615	582	33,761	4,981
Outlying areas:												
American Samoa	7,677	7,677	235	6,387	56	---	---	152	847	---	---	---
Canal Zone	16,378	15,592	1,312	11,035	2,244	633	---	368	---	---	786	---
Guam	48,354	41,066	1,217	20,558	3,546	2,803	383	3,500	9,059	80	7,208	---
Puerto Rico	426,125	422,849	18,260	289,097	11,468	18,344	7,282	10,239	68,159	---	3,276	---
Virgin Islands	37,570	32,982	1,180	21,758	2,469	3,232	271	1,172	1,582	2,582	3,006	---

[1] Includes expenditures at all levels: State departments and State boards of education, intermediate administrative units, and local education agencies.
[2] Includes food services and pupil activities paid from tax revenues.
[3] Includes summer schools and community services.
[4] Includes capital outlays by State and local schoolhousing authorities.
[5] Not separately reported (included in other functions).

NOTE.–Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Revenues and Expenditures for Public Elementary and Secondary Education, 1975-76* (preliminary data).

33

Table 160.–Federal funds obligated by the Office of Education, by program area and by State: Fiscal year 1976

[In thousands of dollars]

State or other area	Total	Elementary-secondary education[1]	Assistance to federally affected areas	Emergency school aid	Indians	Education for the handicapped	Occupational, vocational and adult education	Higher education	Libraries[2]	Special projects	Salaries and expenses
1	2	3	4	5	6	7	8	9	10	11	12
Total	**$6,228,546**	**$2,158,610**	**$554,504**	**$142,280**	**$31,817**	**$181,552**	**$618,074**	**$2,168,890**	**$198,021**	**$73,327**	**$101,471**
Alabama	140,279	48,019	9,418	5,353	99	4,660	12,417	55,472	3,458	1,383	---
Alaska	55,817	6,588	39,248	493	3,245	725	1,406	2,517	579	1,016	---
Arizona	85,259	22,093	21,286	649	2,592	2,009	6,599	26,350	2,212	1,469	---
Arkansas	64,621	30,066	3,027	1,007	14	1,680	2,035	19,636	1,977	179	---
California	563,066	189,662	63,367	11,461	4,002	14,745	50,337	204,244	17,490	4,316	3,442
Colorado	81,625	20,729	11,028	2,490	142	3,323	7,540	28,844	2,578	1,438	3,513
Connecticut	62,195	23,344	3,490	1,675	31	2,703	7,282	20,023	2,872	775	---
Delaware	22,529	7,578	2,860	540	---	442	1,964	7,931	775	439	---
Dist. of Col.	121,734	14,938	2,737	135	---	6,457	2,538	14,437	975	1,741	77,776
Florida	194,612	75,537	17,875	8,099	74	4,220	20,535	60,556	6,300	1,416	---
Georgia	154,298	53,921	14,301	8,189	4	4,363	15,827	48,867	4,483	1,197	3,146
Hawaii	32,343	7,927	12,395	417	---	671	2,703	6,690	982	558	---
Idaho	25,857	7,661	6,032	---	165	954	3,033	6,259	953	800	---
Illinois	261,047	105,774	9,273	5,926	144	6,647	27,308	92,193	9,678	1,393	2,711
Indiana	104,171	30,399	3,732	1,891	6	5,484	15,752	40,471	4,850	1,586	---
Iowa	64,905	20,100	1,263	277	94	2,760	8,781	27,816	2,856	958	---
Kansas	62,908	17,740	7,337	183	145	3,387	6,933	24,500	2,182	501	---
Kentucky	101,702	38,273	9,718	2,997	---	3,905	11,643	30,450	3,093	1,623	---
Louisiana	133,643	57,392	3,665	2,113	405	2,173	13,404	50,519	3,697	275	---
Maine	37,899	9,570	2,473	---	57	1,314	3,867	18,609	1,226	783	---
Maryland	114,821	35,775	20,016	3,597	264	3,525	10,911	35,399	3,859	1,475	---
Massachusetts	164,028	44,836	7,911	2,403	63	6,457	15,355	78,908	5,383	1,128	1,584
Michigan	236,511	96,147	6,124	6,105	2,470	5,932	24,694	84,799	8,324	1,916	---
Minnesota	100,107	33,038	2,969	410	1,485	3,319	11,707	42,266	3,837	1,076	---
Mississippi	105,693	46,219	3,235	5,309	4	1,068	8,516	38,007	2,530	805	---
Missouri	117,537	38,057	7,273	5,844	5	3,587	14,129	42,222	4,276	723	1,421
Montana	30,991	8,642	6,811	519	1,041	618	2,858	8,403	925	1,174	---
Nebraska	41,340	10,792	5,853	233	188	1,577	4,857	15,313	1,107	1,420	---
Nevada	15,214	3,805	3,902	---	260	498	1,824	3,992	727	206	---
New Hampshire	23,562	5,016	1,761	41	---	617	2,771	11,913	1,008	425	---
New Jersey	159,567	65,204	11,806	2,458	---	4,983	16,905	50,101	6,178	1,932	---
New Mexico	74,457	19,665	22,821	3,181	2,090	1,838	4,305	18,735	1,416	406	---
New York	517,061	227,661	17,669	4,699	1,090	13,842	41,303	184,201	15,158	10,089	1,349
North Carolina	176,164	60,270	18,186	6,536	1,135	4,605	17,898	60,866	5,012	1,656	---
North Dakota	29,357	7,405	5,084	259	328	780	2,739	11,048	831	883	---
Ohio	207,875	66,750	8,388	2,861	69	7,759	30,378	78,890	9,521	3,259	---
Oklahoma	89,620	24,911	13,167	1,236	5,336	2,066	8,804	30,589	2,539	972	---
Oregon	76,632	22,749	3,409	334	500	5,600	6,821	34,266	2,147	806	---
Pennsylvania	268,189	104,008	6,593	5,082	---	6,660	33,004	98,839	10,231	1,928	1,844
Rhode Island	26,779	9,066	1,641	93	---	596	3,286	10,255	1,063	779	---
South Carolina	104,576	38,424	11,134	5,456	---	1,981	10,161	33,418	2,776	1,226	---
South Dakota	33,241	7,734	6,005	288	772	853	2,889	12,820	899	981	---
Tennessee	124,607	45,348	6,073	4,382	---	3,495	13,926	46,331	3,773	1,279	---
Texas	362,207	147,006	28,987	16,811	90	6,972	36,309	108,116	10,578	4,021	3,317
Utah	35,923	8,122	7,617	646	301	1,564	4,426	10,609	1,356	1,282	---
Vermont	22,049	5,987	122	---	---	1,064	2,052	11,062	730	1,032	---
Virginia	153,929	47,563	36,288	5,298	28	4,114	15,214	38,845	4,435	2,144	---
Washington	113,889	31,221	22,681	---	2,110	3,524	9,972	38,240	3,311	1,462	1,368
West Virginia	51,159	20,083	524	382	11	1,309	6,434	20,255	1,775	386	---
Wisconsin	111,484	36,899	1,889	1,189	816	4,683	13,535	47,126	4,513	834	---
Wyoming	13,890	4,065	3,106	161	142	765	1,616	3,392	565	78	---
Outlying areas:											
American Samoa	1,754	631	---	341	---	162	228	202	170	20	---
Guam	8,239	1,506	3,101	586	---	260	466	1,326	330	664	---
Puerto Rico	137,931	43,201	7,664	731	---	1,718	10,061	70,808	2,843	905	---
Trust Territory of the Pacific	3,993	2,250	---	288	---	381	500	131	362	81	---
Virgin Islands	3,670	1,243	169	626	---	158	316	813	317	28	---

[1] Includes Elementary and Secondary Education Act, titles I, III, and V; Bilingual Education, Follow Through, Right to Read, Dropout Prevention, Educational Broadcasting Facilities, Drug Abuse Education, Environmental Education, Nutrition and Health, Ethnic Heritage Studies, and Ellender Fellowships.

[2] Includes Library Services and Construction Act, titles I, II, and III; consolidation programs under title IV of the Elementary and Secondary Education Act; school library resources; elementary-secondary school equipment and minor remodeling; undergraduate instructional equipment; and college library assistance, library training, and research.

SOURCE: Special tabulation, Division of Planning and Budgeting, Office of Planning, Budgeting, and Evaluation, Office of Education, U.S. Department of Health, Education, and Welfare.

34

Table 68.–Results of public school bond elections: United States, 1957-58 to 1975-76

Fiscal year	Number of elections		Percent approved based on number	Par value of issues voted on (in millions)		Percent approved based on dollar value
	Total	Approved		Total	Approved	
1	2	3	4	5	6	7
1957-58	(1)	(1)	(1)	$1,542	$1,123	72.8
1958-59	(1)	(1)	(1)	1,801	1,433	79.6
1959-60	(1)	(1)	(1)	2,672	1,792	67.1
1960-61	(1)	(1)	(1)	1,605	1,218	75.9
1961-62	1,432	1,034	72.2	1,849	1,273	68.8
1962-63	2,048	1,482	72.4	2,659	1,851	69.6
1963-64	2,071	1,501	72.5	2,672	1,900	71.1
1964-65	2,041	1,525	74.7	3,129	2,485	79.4
1965-66	1,745	1,265	72.5	3,560	2,652	74.5
1966-67	1,625	1,082	66.6	3,063	2,119	69.2
1967-68	1,750	1,183	67.6	3,740	2,338	62.5
1968-69	1,341	762	56.8	3,913	1,707	43.6
1969-70	1,216	647	53.2	3,285	1,627	49.5
1970-71	1,086	507	46.7	3,337	1,381	41.4
1971-72	1,153	542	47.0	3,102	1,365	44.0
1972-73	1,273	719	56.5	3,988	2,256	56.6
1973-74	1,386	779	56.2	4,137	2,193	53.0
1974-75	929	430	46.3	2,552	1,174	46.0
1975-76	770	391	50.8	2,104	970	46.1

[1] Data not available.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, annual reports on *Bond Sales for Public School Purposes.*

35

Table 2.15

Average ratios of per-pupil finances of large city school systems to their State's average per-pupil finances, by percent black enrollment and by city poverty rate: School year ending 1975

Item	Total	Percent black enrollment					City poverty rate				
		High	Medium-high	Medium	Medium-low	Low	High	Medium-high	Medium	Medium-low	Low
SELECTED RECEIPTS:											
Total revenues	1.12	1.22	1.11	1.15	1.05	1.06	1.17	1.13	1.09	1.08	1.08
Local	1.14	**1.24**	**1.07**	**1.14**	**1.13**	**1.11**	**1.23**	**0.99**	**1.13**	**1.17**	**1.18**
State	1.06	**1.14**	**1.09**	**1.12**	**0.95**	**1.01**	**1.08**	**1.24**	**1.02**	**0.94**	**0.95**
Federal	1.74	**2.21**	**1.94**	**1.92**	**1.23**	**1.40**	**1.71**	**2.04**	**1.68**	**1.62**	**1.55**
ESEA	1.80	2.43	1.88	2.17	1.28	1.27	1.86	2.23	1.71	1.47	1.55
PL 874	0.59	0.39	0.46	0.47	1.02	0.59	0.41	0.30	0.77	0.94	0.84
Vocational education	1.50	0.95	2.17	2.40	1.26	0.73	0.62	1.12	2.28	1.86	1.95
School lunch	1.54	1.94	1.76	1.76	1.15	1.10	1.70	1.85	1.56	1.21	1.17
Gross school lunch sales	1.03	0.81	1.04	1.45	1.04	0.81	1.09	0.98	1.09	1.13	0.76
SELECTED EXPENDITURES:											
Total current	1.13	1.23	1.10	1.16	1.08	1.07	1.15	1.18	1.08	1.07	1.13
Administration	1.11	1.33	1.15	1.14	0.95	0.97	1.30	1.19	0.94	1.04	1.02
Instruction	1.13	1.21	1.09	1.14	1.10	1.10	1.14	1.16	1.08	1.08	1.14
Public transportation	0.60	0.42	0.63	0.90	0.57	0.48	0.48	0.69	0.66	0.52	0.63
Operation and maintenance	1.21	1.48	1.20	1.16	1.10	1.13	1.34	1.22	1.15	1.11	1.20
Capital outlay	1.13	0.68	1.08	1.44	1.10	1.34	0.67	1.26	1.08	1.42	1.59
Debt service	0.90	1.07	0.67	0.77	0.86	1.14	0.83	1.11	0.76	0.83	0.97
Principal	1.02	1.41	0.90	0.77	0.86	1.14	0.81	1.62	0.84	0.91	0.92
Interest	0.96	1.26	0.78	0.80	0.76	1.20	0.85	1.34	0.64	0.92	1.04
OUTSTANDING DEBT:											
Total	0.99	1.19	0.88	0.83	0.90	1.14	0.81	1.38	0.73	0.96	1.12
Long-term debt	0.94	1.09	0.87	0.77	0.87	1.10	0.81	1.32	0.66	0.82	1.06

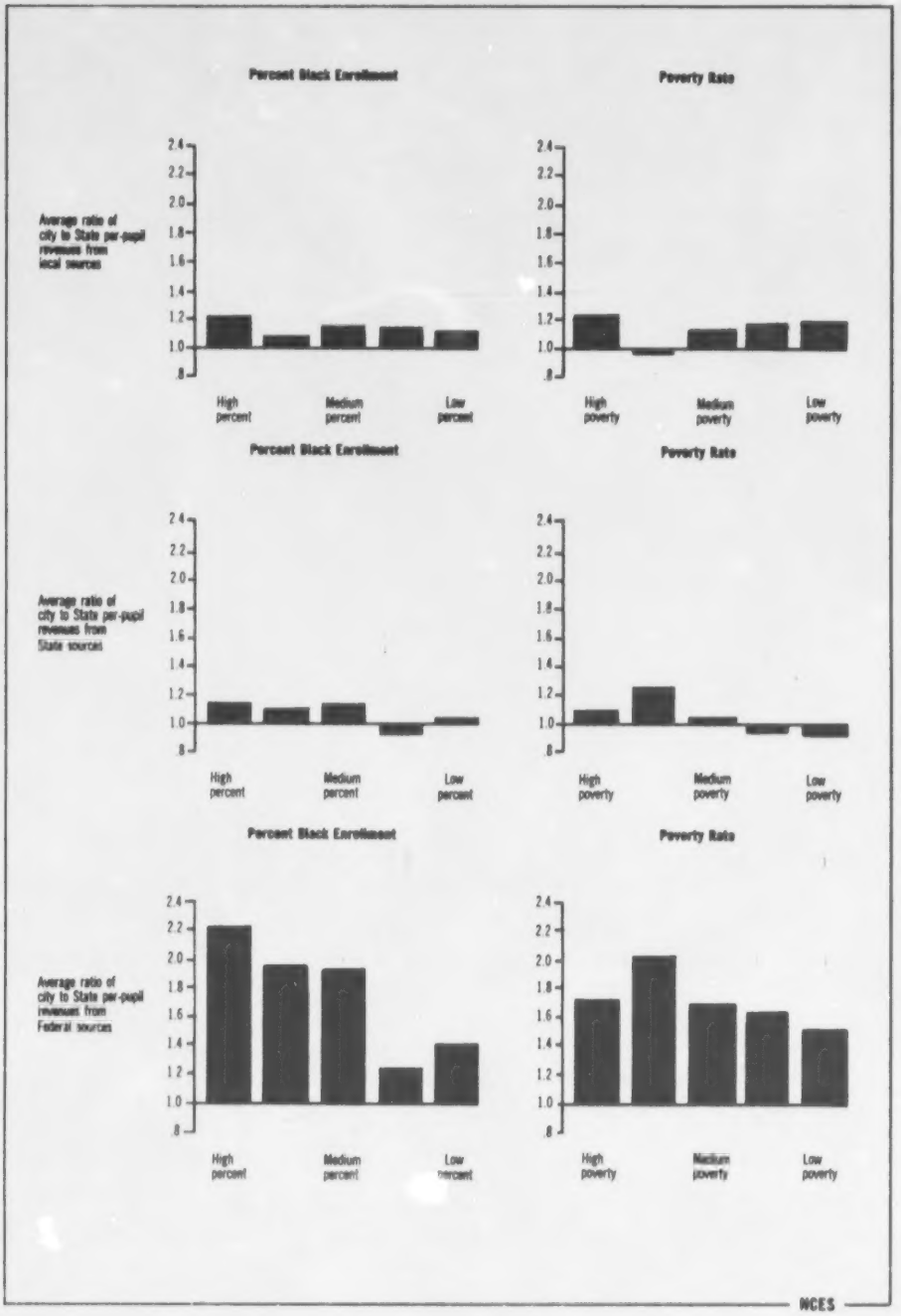
[1] Cities were divided into fifths based on black enrollment as a percent of total enrollment in 1974 using data collected by the Office of Civil Rights, DHEW. The ranges of the fifths are as follows: 'High' black represents cities with black enrollment from 90.43 percent to 57.40 percent; 'Medium-high' black from 54.20 to 39.66 percent; 'Medium' black from 38.15 to 24.23 percent; 'Medium-low' black from 20.39 to 13.11 percent; and 'Low' black from 12.94 to 1.56 percent.

[2] Cities were divided into fifths based on the percentage of families in 1970 that had incomes below the national poverty level as defined by the Office of Management and Budget. The ranges of the fifths are as follows: 'High' poverty represents cities with poverty rates from 21.6 percent to 13.3 percent; 'Medium-high' poverty represents 12.9 percent to 10.6 percent; 'Medium' poverty represents 10.6 to 9.3 percent; 'Medium-low' represents 9.2 to 8.1 percent; 'Low' poverty from 7.7 to 3.1 percent.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Finances of Large City School Systems*, forthcoming.

Chart 2.15
Financial Support for Large City School Systems by Black Enrollment and Poverty Rate

Large city school districts receive higher per-pupil revenues from Federal sources than do other districts in their States. Compared to other large cities, those with higher percentages of black enrollment and higher poverty rates receive larger shares of Federal funds.



36

Table 36.--Selected statistics on public elementary and secondary schools in 20 large cities compared with the United States totals: 1976-77

City	Fall enrollment: Total	Fall enrollment: Kindergarten–grade 8[1]	Fall enrollment: Grades 9-12 and post-graduate	Classroom teachers	Pupils per teacher	Total expenditures[2] (in thousands)	Current expenditure per pupil in average daily attendance[3]	Average annual salary[3] for: Other professional educational staff[3]	Average annual salary[3] for: Classroom teachers
1	2	3	4	5	6	7	8	9	10
United States	**44,335,000**	**30,012,000**	**14,323,000**	**2,193,000**	**20.2**	**$74,806,266**	**$1,578**	**$15,199**	**$13,347**
20 large cities, total	4,491,458	(4)	(4)	(4)	(4)	9,234,008	(4)	(4)	(4)
Baltimore, Md	159,038	113,088	45,950	8,240	19.3	264,334	1,756	14,841	13,489
Boston, Mass	91,973	(4)	(4)	(4)	(4)	276,926	(4)	(4)	(4)
Chicago, Ill	524,221	370,060	154,161	[3]23,081	[3]22.7	1,218,789	2,333	17,623	[5]17,302
Cleveland, Ohio	122,727	84,905	37,822	5,303	23.1	224,603	1,837	18,991	14,588
Dallas, Texas	141,407	98,249	43,158	6,668	21.2	213,823	1,451	16,000	13,600
Detroit, Mich	236,279	174,544	61,735	8,847	26.7	408,696	1,770	19,132	18,617
Houston, Tex	210,025	152,222	57,803	9,237	22.7	259,202	1,403	14,000	12,250
Indianapolis, Ind	82,102	56,832	25,270	3,524	23.3	130,095	1,578	18,638	12,930
Los Angeles, Calif	601,429	408,373	193,056	[3]28,700	[3]21.0	1,275,145	1,769	[6]20,100	17,399
Memphis, Tenn	120,322	83,849	36,473	5,675	21.2	132,100	1,124	13,324	12,060
Milwaukee, Wis	109,151	73,998	35,153	5,366	20.3	226,931	2,352	21,802	19,296
New Orleans, La	93,364	64,167	29,197	4,380	21.3	135,247	1,530	(4)	[7]11,399
New York, N.Y.	[3]1,097,445	[3]721,222	[3]376,223	[3]51,980	[3]21.1	2,615,700	2,607	[6][8]24,400	[6]19,000
Philadelphia, Pa	280,787	175,818	84,969	13,957	18.7	669,643	2,685	16,505	15,959
Phoenix, Ariz	[3]177,204	123,374	[3]83,830	7,969	[3]22.2	275,431	1,360	15,384	13,510
St. Louis, Mo	82,804	58,307	24,497	3,082	26.9	132,346	1,832	19,000	13,000
San Antonio, Tex	65,929	45,958	19,971	3,202	20.6	80,785	1,283	18,100	12,751
San Diego, Calif	120,667	83,052	37,615	[3]5,400	[3]22.3	234,848	1,554	[6]20,000	16,767
San Francisco, Calif.	68,736	44,086	24,650	[3]4,100	[3]16.8	2,13,311	2,377	[6]19,000	17,239
Washington, D.C.	125,847	89,925	35,923	6,057	20.8	246,053	2,060	19,256	16,460

[1] Data include nursery schools and kindergartens operated as part of the regular public school system.
[2] Estimated.
[3] Includes salaries of curriculum specialists, counselors, librarian/media and remedial specialists only. Salaries of classroom teachers, supervisors, and principals are not included except as otherwise footnoted.
[4] Data not available.
[5] Includes salaries for assistant principals, counselors, psychologists, social workers, speech therapists, supervisors, and consultants.
[6] Salary data reported as median salary.
[7] Includes salaries of assistant principals, librarians, and counselors.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of Public Elementary and Secondary Day Schools, Fall 1976.*

37

Table 1.2
Adequacy of schools and other neighborhood services: Public opinion, 1975

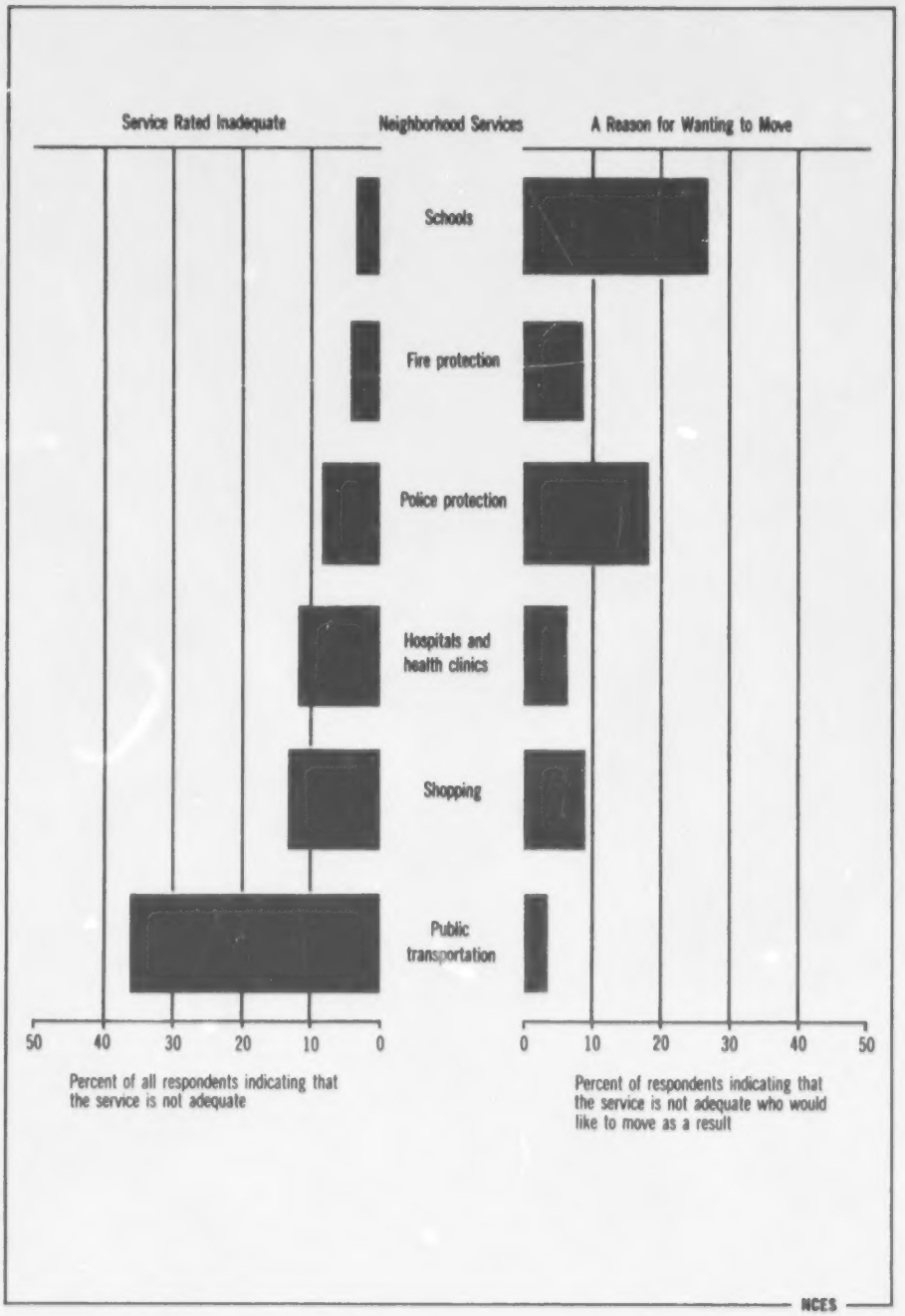
Item	Percent of respondents	Percent of respondents indicating that the service is inadequate who would like to move as a result
TOTAL	100.0	---
All services adequate	50.5	---
One or more services not adequate	49.0	9.4
Specific service not adequate:		
Schools	3.6	27.3
Fire protection	4.3	9.3
Police protection	8.4	18.3
Hospitals and health clinics	11.8	6.8
Shopping	13.3	9.3
Public transportation	36.0	4.3
Don't know or not reported	0.4	---

NOTE: Details may not add to totals because of rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Housing Reports, *Annual Housing Survey: 1975*, Series H-150-75F.

Chart 1.2
Rating Schools and Other Neighborhood Services: Public Opinion

Residents are more likely to judge schools adequate than other neighborhood services. Yet one-fourth of the residents who find the schools unsatisfactory want to move because of their dissatisfaction.



38

Table 1.3
Confidence of the public in people running institutions in the United States: 1973 to 1977

Year and institution	Percentage distribution of responses					
	Total	A great deal	Only some	Hardly any	Don't know	No answer
1973						
Education	100.0	**36.8**	53.1	8.2	1.4	0.6
Executive branch, Federal Government	100.0	29.2	50.2	18.3	1.9	0.4
Congress	100.0	23.4	58.7	14.8	2.6	0.5
Major companies	100.0	**29.2**	53.1	10.8	6.6	0.3
Medicine	100.0	**53.8**	39.0	5.7	0.9	0.5
Press	100.0	**23.2**	60.6	14.6	1.5	0.3
1974						
Education	100.0	**19.0**	41.2	8.2	1.3	0.3
Executive branch, Federal Government	100.0	13.6	42.5	41.6	2.2	0.1
Congress	100.0	17.0	58.9	20.8	3.0	0.2
Major companies	100.0	**31.3**	50.5	14.5	3.6	0.1
Medicine	100.0	**60.3**	33.6	4.4	1.5	0.1
Press	100.0	**25.8**	55.3	17.4	1.2	0.2
1975						
Education	100.0	**30.9**	54.5	12.8	1.7	0.1
Executive branch, Federal Government	100.0	13.3	54.6	29.5	2.6	0.1
Congress	100.0	13.3	58.5	25.1	2.9	0.2
Major companies	100.0	**19.2**	53.8	21.1	5.5	0.5
Medicine	100.0	**50.4**	40.1	7.9	1.5	0.2
Press	100.0	**23.8**	55.2	17.8	2.8	0.4
1976						
Education	100.0	**37.2**	44.8	15.3	2.0	0.7
Executive branch, Federal Government	100.0	13.4	58.3	25.0	3.0	0.3
Congress	100.0	13.7	58.0	25.4	2.6	0.3
Major companies	100.0	**21.9**	51.0	21.6	5.0	0.5
Medicine	100.0	**53.8**	35.2	9.2	1.3	0.5
Press	100.0	**28.3**	51.8	17.6	1.8	0.6
1977						
Education	100.0	**40.5**	49.5	8.8	0.9	0.3
Executive branch, Federal Government	100.0	27.8	54.2	14.4	3.1	0.3
Congress	100.0	19.0	60.6	17.1	2.9	0.5
Major companies	100.0	**27.1**	56.3	12.3	4.0	0.3
Medicine	100.0	**51.4**	41.1	6.1	1.1	0.3
Press	100.0	**25.0**	57.1	15.4	2.2	0.3

NOTE: Details may not add to totals because of rounding.

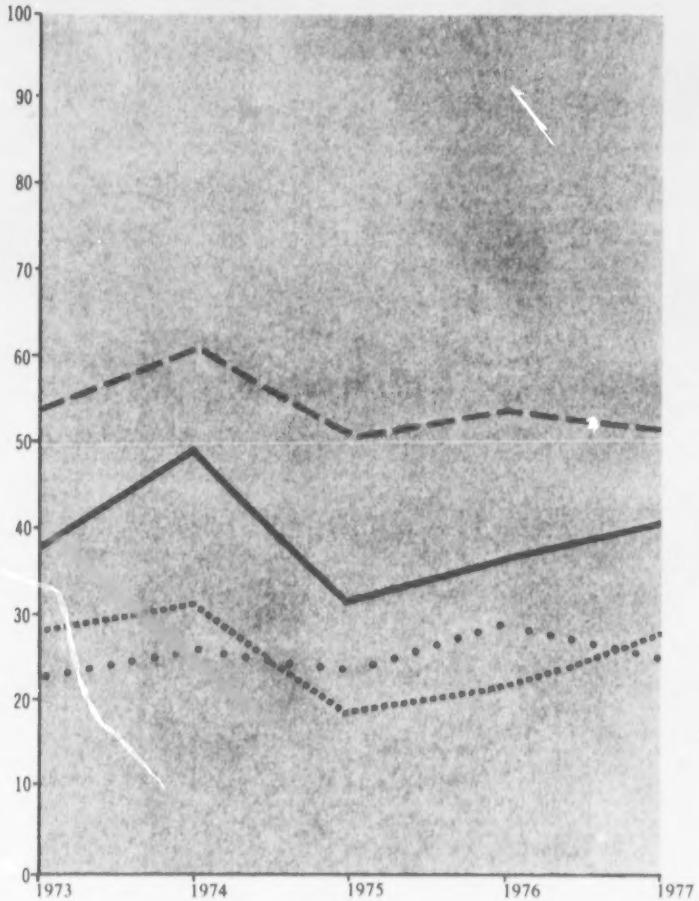
SOURCE: National Opinion Research Center, University of Chicago, General Social Survey.

Chart 1.3
Confidence in the People Running Institutions: Public Opinion

Since 1975 confidence in educational leaders has grown along with general support for people running other institutions. Educational leaders rank only below medical leaders in public confidence.

"I am going to name some institutions in this country. As far as the people running these institutions are concerned, would you say you have a great deal of confidence, only some confidence, or hardly any confidence at all in them?"

Percent of respondents expressing "a great deal of confidence"



NCES

39

Table 2.1
Public opinion of major problems with which public schools must deal: 1969 to 1977

Major problems, by rank order in 1977	Percent of respondents citing problem								
	1969	1970	1971	1972	1973	1974	1975	1976	1977
Lack of discipline	**26**	18	**14**	23	**22**	23	**23**	22	**26**
Integration/segregation/busing	**13**	17	**21**	18	**18**	16	**15**	15	**13**
Lack of proper financial support	**14**	17	**23**	19	**16**	13	**14**	14	**12**
Difficulty of getting "good" teachers	**17**	12	**11**	14	**13**	11	**11**	11	**11**
Poor curriculum	**4**	6	**3**	5	**7**	3	**5**	14	**10**
Use of drugs	**NA**	11	**12**	4	**10**	13	**9**	11	**7**
Size of school/classes	NA	NA	NA	10	9	6	10	5	5
Parents' lack of interest	7	3	4	6	4	6	2	5	5
Pupils' lack of interest	3	[1]	2	NA	3	2	3	3	3
Lack of proper facilities	22	11	13	5	4	3	3	2	2
Crime/vandalism/stealing	NA	NA	2	NA	NA	NA	4	2	2
School board policies	NA	2	1	NA	4	4	1	3	1
There are no problems	4	5	4	2	4	3	5	3	4
Miscellaneous	8	3	6	9	4	4	12	8	5
Don't know/no answer	13	18	12	12	13	17	10	12	16

NA: Not available.

[1] Less than 1 percent.

NOTE: Totals add to more than 100 percent because of multiple answers.

SOURCE: Phi Delta Kappa, Inc., *The Gallup Polls of Attitudes Toward Education 1969–73* and "Annual Gallup Poll of the Public's Attitudes Toward the Public Schools," *Phi Delta Kappan*, various years.

80

Chart 2.1
Problems Facing the Public Schools: Public Opinion

Lack of discipline, racial issues, and lack of proper financial support have figured as problems foremost in the public's estimation since 1969. In recent years the concern with discipline has greatly overshadowed other problems.

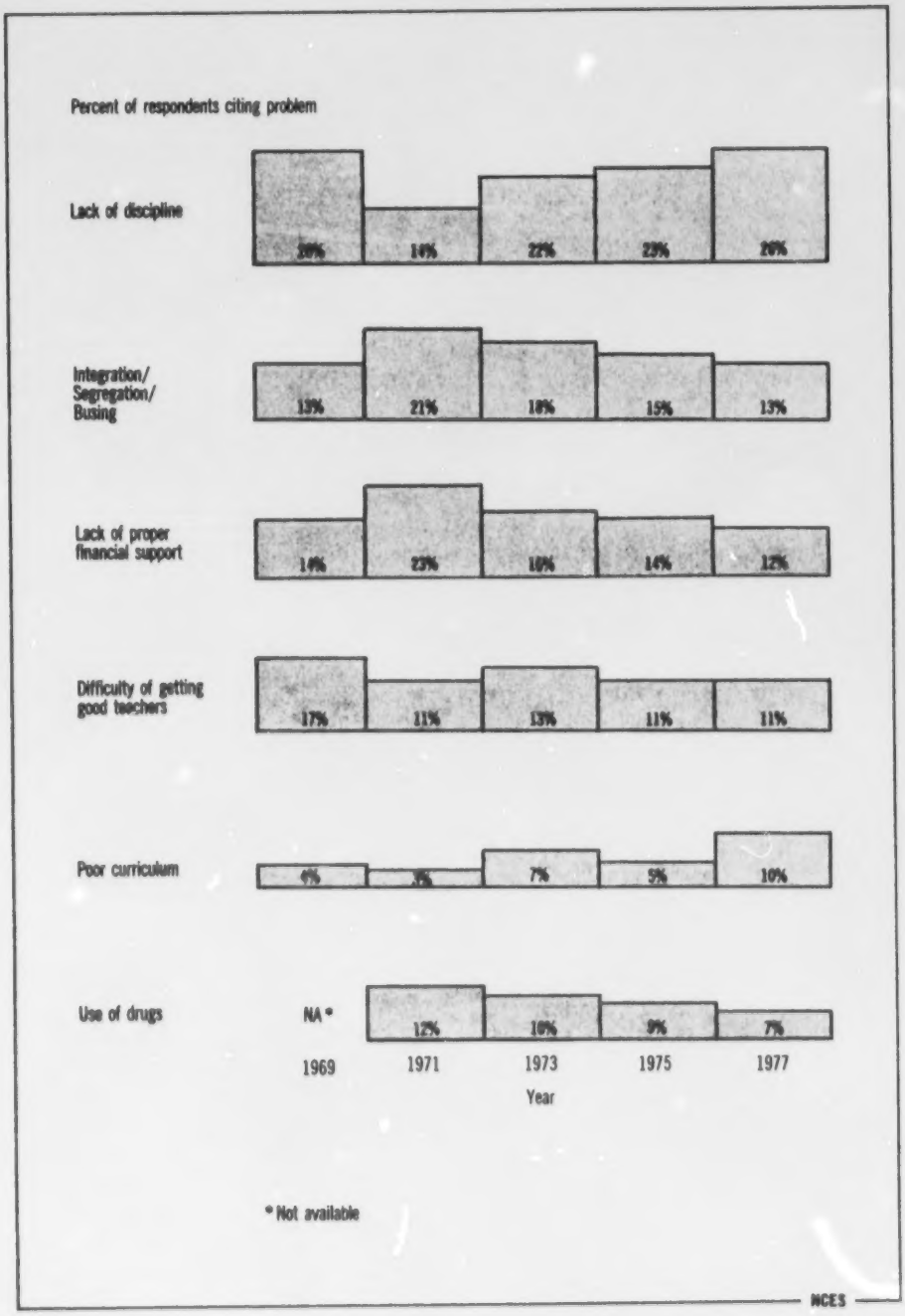


Table 2.2
Public school teachers' opinions of the problems facing teaching: School year ending 1976

"What in your present position as a teacher hinders you most in rendering the best service of which you are capable?"

Responses to the question asked of public school teachers	Percentage distribution of public school teachers		
	Total	Elementary	Secondary
TOTAL	100.0	100.0	100.0
Discipline, student attitudes	17.1	12.8	20.8
Inexperience	0.7	0.0	1.3
Preparation time	9.3	11.2	7.7
Extra responsibilities	8.6	10.1	7.2
Lack of material, resources, and facilities	9.7	9.2	10.1
Laws and legal suits	0.7	0.4	1.0
Lack of teacher cooperation	2.0	2.3	1.8
Unprofessionalism of teachers	0.9	1.1	0.8
Incompetent administration	17.1	15.4	18.8
Heavy load	13.9	15.1	12.7
Negative attitude of public	5.7	8.5	3.2
Interruptions	0.6	0.9	0.3
Position not what I prepared for	1.3	0.5	1.9
Poor salary	0.4	0.4	0.5
Funds, or lack of	7.1	6.7	7.5
Other	5.0	5.5	4.5
No response	13.4	15.8	11.1
Sample size	[1]1,374	670	702

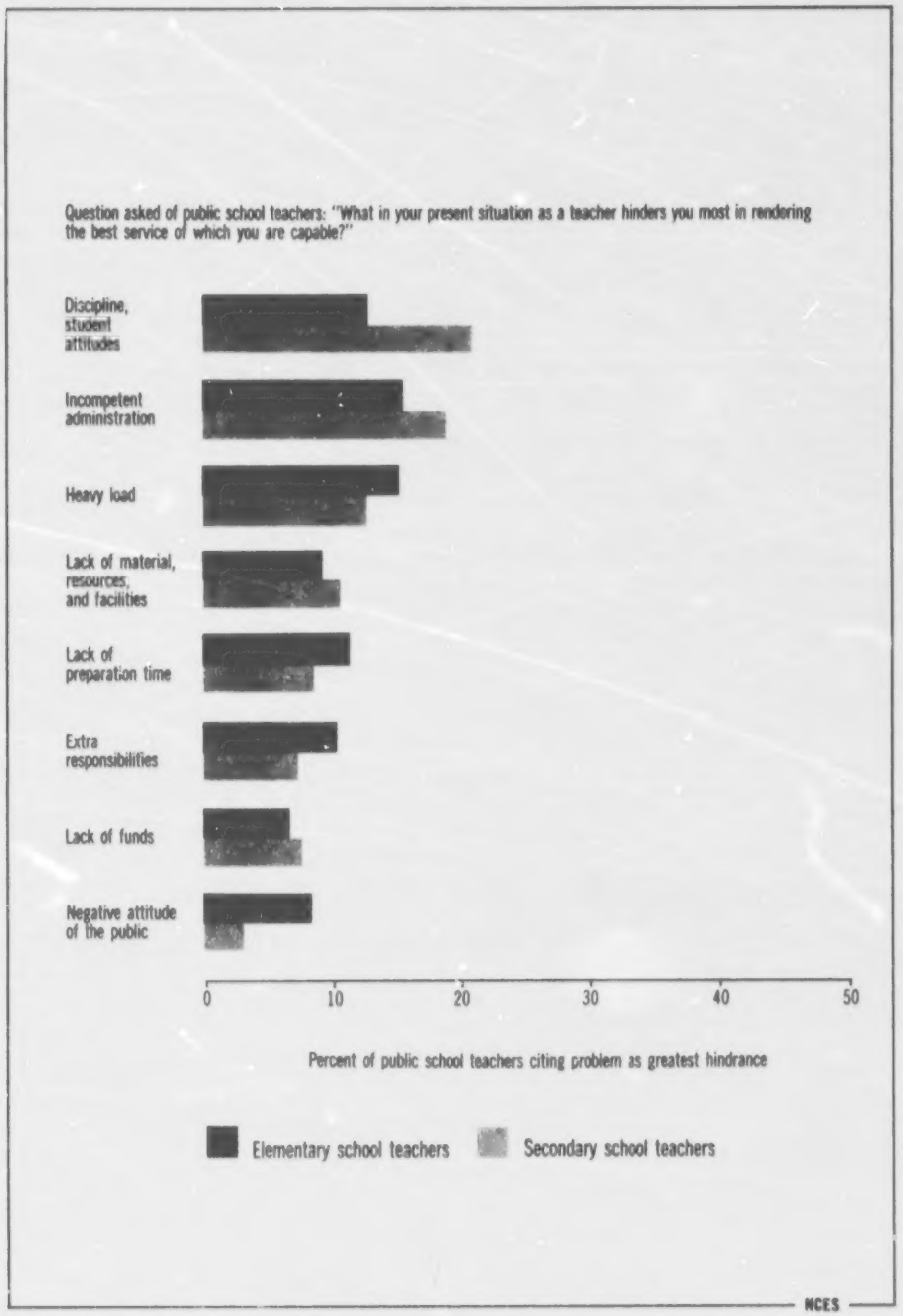
[1]Includes teachers not otherwise classified.

NOTE: Details may not add to totals because of rounding.

SOURCE: National Education Association, *Status of the American Public School Teacher, 1975–76*, 1977.

Chart 2.2
Greatest Problem Facing the Public School Teacher: Teachers' Opinions

The problem of discipline and student attitudes was cited as the single greatest concern among secondary school teachers and appeared among the three foremost concerns of elementary school teachers. Incompetent administration and heavy work load were also named as problems by more than 10 percent of teachers at both levels.


Question asked of public school teachers: "What in your present situation as a teacher hinders you most in rendering the best service of which you are capable?"
Discipline, student attitudes
Incompetent administration
Heavy load
Lack of material, resources, and facilities
Lack of preparation time
Extra responsibilities
Lack of funds
Negative attitude of the public
0
10
20
30
40
50
Percent of public school teachers citing problem as greatest hindrance
Elementary school teachers
Secondary school teachers
NCES

41

Table 2.3
Opinions of public secondary school principals on serious problems in the schools: School year ending 1977

To what degree is each of these matters a problem in your school?	Percentage distribution of responses*				
	Total	Very serious	Serious	Minor	Not at all
School too small to offer a wide range of courses	100.0	6.4	19.7	41.5	32.4
School too large to give students enough personal attention	100.0	1.9	8.0	31.7	58.4
Inadequate instructional materials	100.0	0.9	9.4	56.8	32.8
Not enough guidance counselors	100.0	4.3	15.8	41.0	38.8
Teacher absenteeism	100.0	1.6	11.4	59.3	27.7
Teacher union specifications	100.0	1.9	10.3	44.5	43.3
Teachers' lack of commitment or motivation	100.0	1.6	13.5	68.7	16.2
Teacher incompetence	100.0	0.6	4.0	74.9	20.5
Teacher turnover	100.0	0.8	5.9	58.7	34.6
Student absenteeism (entire day)	100.0	4.6	30.4	57.2	7.8
Students' cutting classes	100.0	4.8	25.4	60.1	9.7
Student apathy	100.0	5.1	35.8	54.4	4.7
Student disruptiveness	100.0	0.3	6.7	77.2	15.8
Parents' lack of interest in students' progress	100.0	3.2	33.1	58.4	5.3
Parents' lack of involvement in school matters	100.0	5.3	35.1	52.3	7.3
District office interference with principal's leadership	100.0	1.3	5.6	45.8	47.3
State-imposed curriculum restrictions	100.0	1.1	7.7	62.0	29.2
Implementing Federal or State requirements for equal opportunity (e.g., desegregation, employment)	100.0	2.5	8.9	55.6	33.0
Too much paperwork in complying with:					
District requirements	100.0	4.7	15.3	54.8	25.1
State requirements	100.0	7.2	28.5	50.9	13.4
Federal requirements	100.0	12.2	30.2	44.8	12.7
Other	100.0	20.2	37.2	30.6	17.9

* Sample size was 1,448.

SOURCE: U.S. Department of Health, Education, and Welfare, National Institute of Education/National Association of Secondary School Principals, *Survey of Public Secondary School Principals*, 1977, forthcoming.

84

Chart 2.3
Serious Problems in the Schools: Public Secondary School Principals' Opinions

Although student disruptiveness was low on the list of problems cited by public secondary school principals, apathy on the part of students and parents figured among the top concerns.

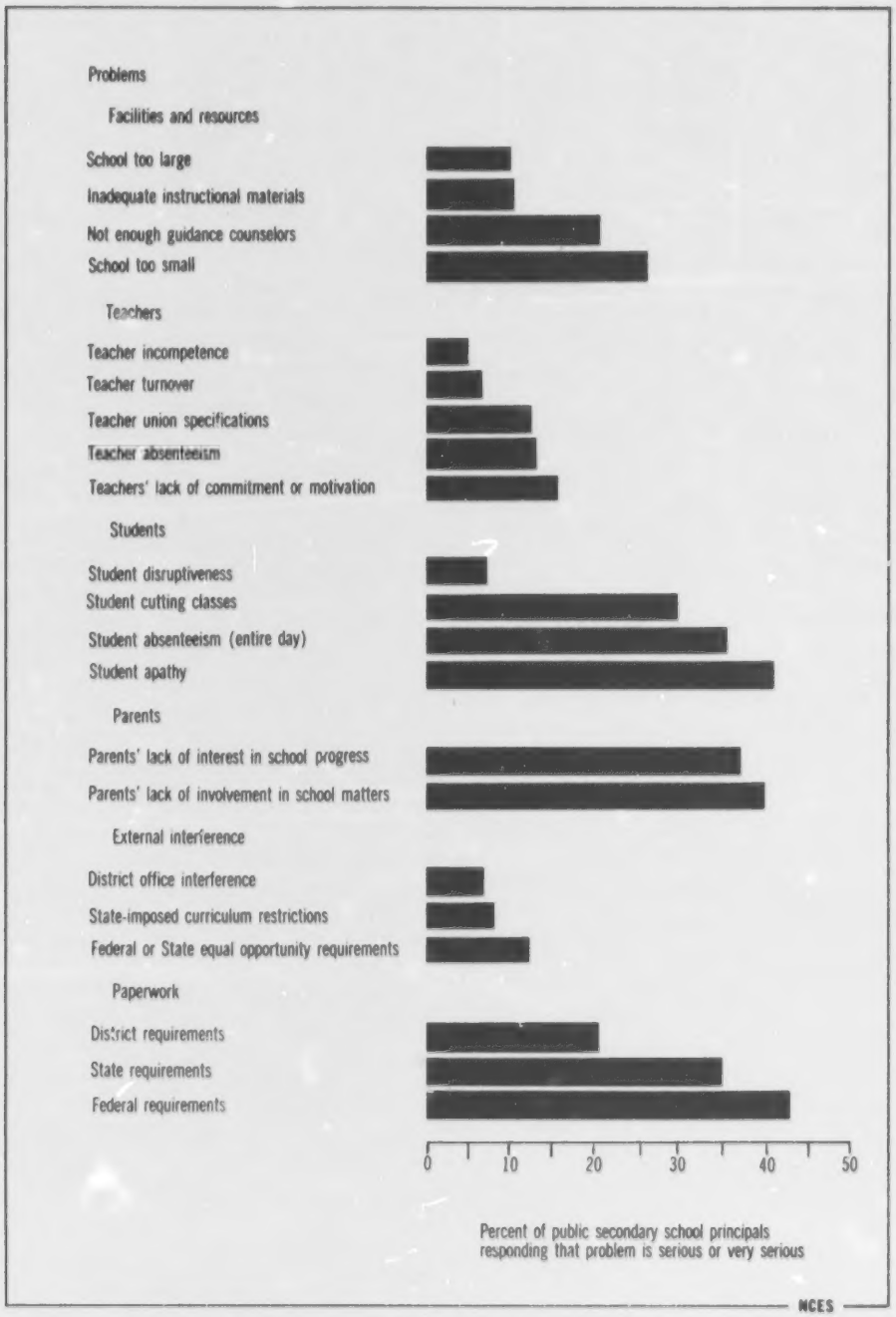


Table 2.4
Public opinion on integrated schools and interdistrict busing: 1977

Do you think white students and black students should go to the same schools or separate schools?

Responses to question	Total [1]	White	Black
TOTAL	100.0	100.0	100.0
Same schools	85.4	84.8	91.4
Separate schools	13.0	13.6	6.9
Don't know/no answer	1.6	1.6	1.7

In general do you favor or oppose the busing of black and white children from one school district to another?

Responses to question	Total [1]	White	Black
TOTAL	100.0	100.0	100.0
Favor	16.3	12.3	45.7
Oppose	81.1	85.3	50.3
Don't know/no answer	2.6	2.4	4.0
Sample size	1,520	1,330	175

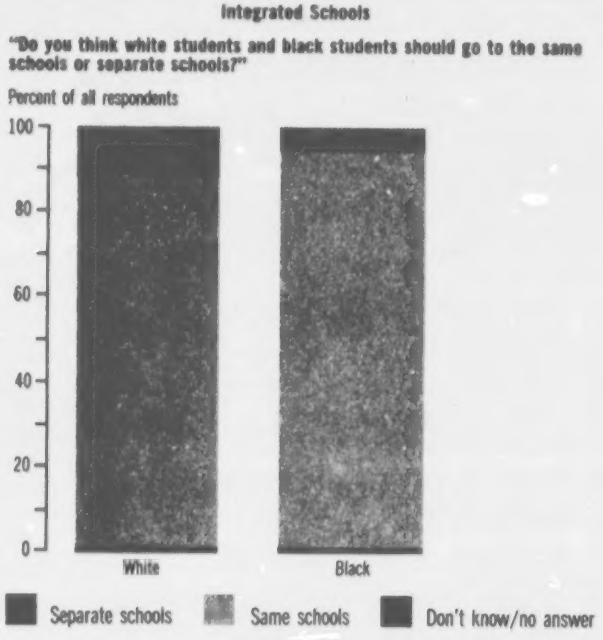
[1] Includes responses of whites, blacks, and others. "Other" category sample size too small to be shown separately.

SOURCE: National Opinion Research Center, *General Social Survey*, 1977, special tabulations.

86

Chart 2.4
Integrated Schools and Interdistrict Busing: Public Opinion

Both whites and blacks overwhelmingly support the concept of racially integrated schools but are divided on the issue of interdistrict busing.



NCES

87

43

Table 2.5
Attitudes of white respondents on sending their children to integrated schools: 1972, 1974, 1975, and 1977

Question item and responses	Percentage distribution of white respondents			
	1972	1974	1975	1977
Objection to school where a few children are black				
TOTAL	100.0	100.0	100.0	100.0
Yes	**7.1**	**5.2**	**6.8**	**7.2**
No	91.9	94.3	91.5	92.1
Don't know	0.1	0.5	1.7	0.7
Objection to school where half of children are black				
TOTAL	100.0	100.0	100.0	100.0
Yes [1]	**23.2**	**28.3**	**27.3**	**24.4**
No	74.0	68.8	69.1	73.1
Don't know	2.8	2.9	3.6	2.5
Objection to school where more than half of children are black				
TOTAL	100.0	100.0	100.0	100.0
Yes [2]	**53.2**	**60.0**	**57.6**	**57.8**
No	41.9	35.3	37.2	38.2
Don't know	4.9	4.7	5.2	4.0
Sample size	1,352	1,311	1,327	1,354

[1] Includes those with an objection to sending their children to school where a few children are black.
[2] Includes those with an objection to sending their children to school where a few children are black or where a half of the children are black.

SOURCE: National Opinion Research Center, *General Social Survey*, 1973, 1974, 1975, 1977.

Chart 2.5
Attitudes of Whites to Sending Children to School With Blacks

Most whites would not object to sending their children to schools where half the students were black but would object to schools where whites were the racial minority.

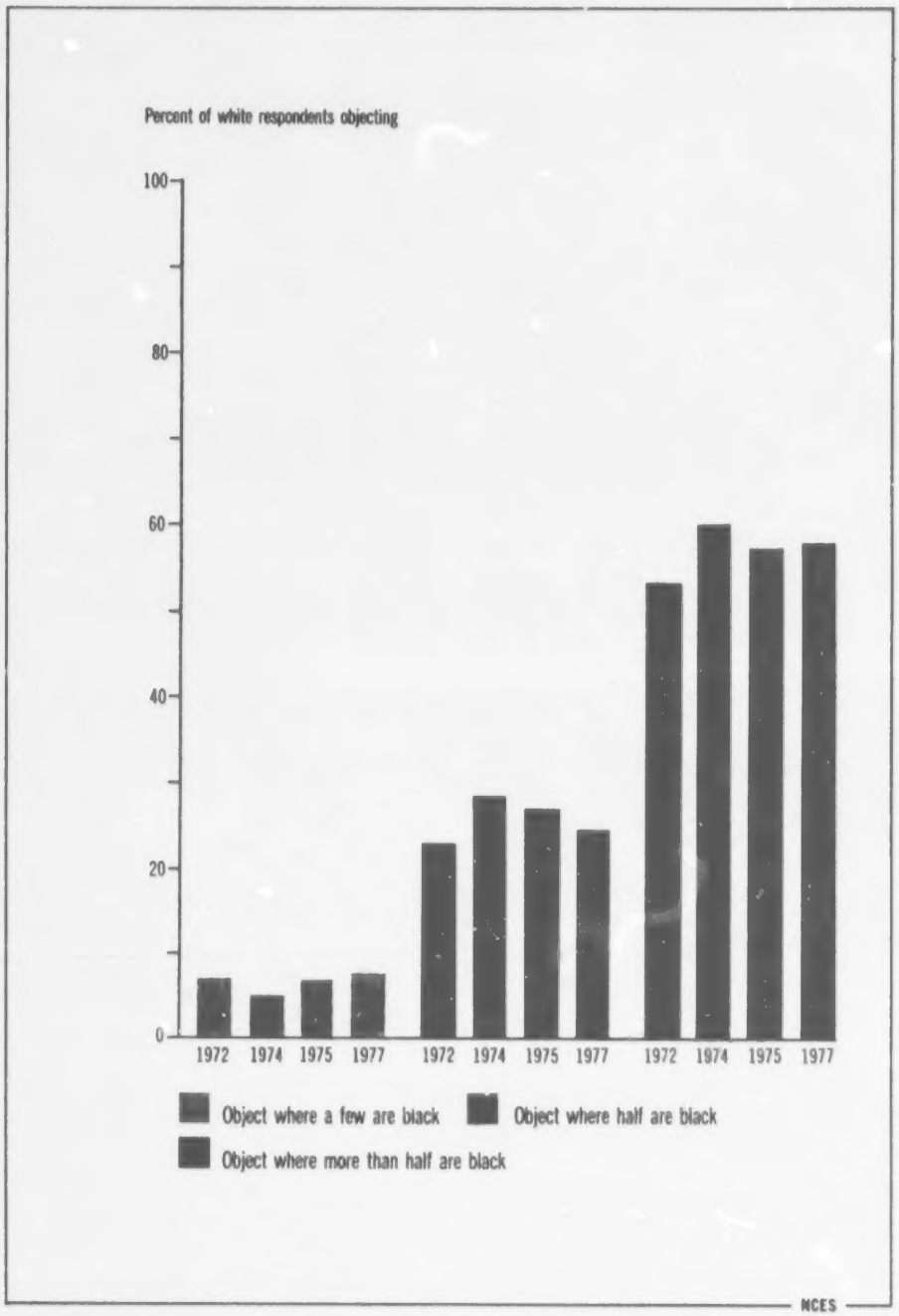


Table 2.6
Quality of the public schools: Opinions of parents with public school children, 1974 to 1977

Responses of parents of public school children to the question: "Students are often given the grades A, B, C, D, and F (Fail) to denote the quality of their work. Suppose the public schools themselves, in this community, were graded in the same way. What grade would you give the public schools here—A, B, C, D, or F?"

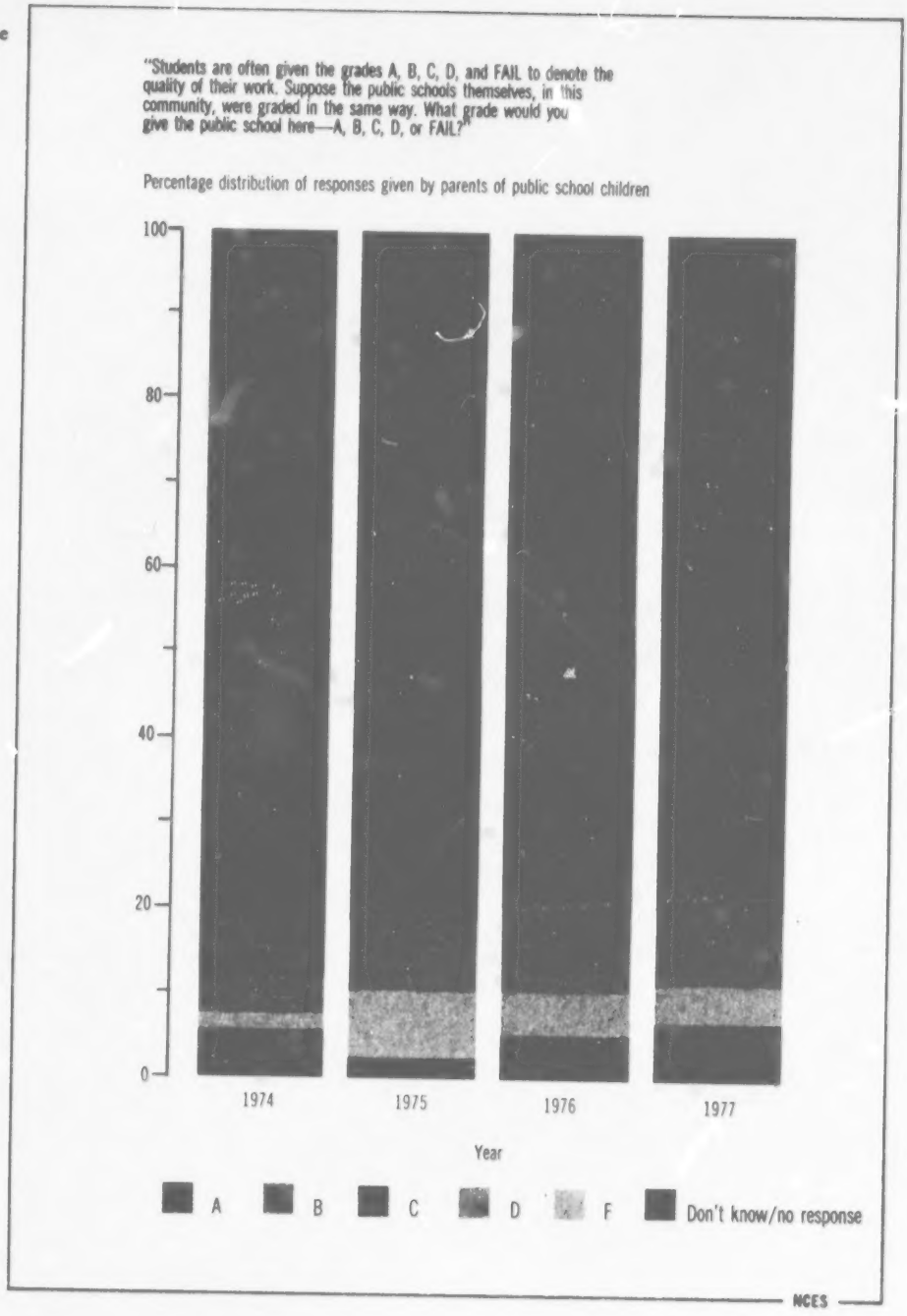
Item	Year			
	1974	1975	1976	1977
	(Percentage distribution)			
TOTAL	100	100	100	100
A rating	22	17	16	18
B rating	42	36	34	36
C rating	24	29	30	26
D rating	4	8	10	9
F (fail) rating	3	7	5	4
Don't know/no response	5	3	5	7
Mean rating [1]	2.80	2.49	2.48	2.50

[1] Calculated on a 4-point scale with 4=A, 3=B, 2=C, 1=D, 0=F.

SOURCE: Phi Delta Kappa, Inc., "Annual Gallup Poll of the Public Attitudes Towards the Public Schools," *Phi Delta Kappan*, various years.

Chart 2.6
Quality of the Public Schools: Parents' Opinions

When asked to rate the public schools, parents gave the schools a C+, a slight improvement over the previous 2 years.



45

Table 2.20

Number and percent of schools reporting criminal offenses [1] to the police in a 5 month period, by type of offense and level and location of school: September 1974 through January 1975

Item	All schools	Elementary				Secondary			
		Total	Metropolitan, central city	Metropolitan, other	Nonmetropolitan	Total	Metropolitan, central city	Metropolitan, other	Nonmetropolitan
Total schools [2]	94,329	72,164	14,532	30,198	27,434	22,165	3,966	8,099	10,100
Number of schools reporting one or more offenses	46,349	30,245	8,137	12,541	9,566	16,104	3,284	6,615	6,204
Percent of schools reporting one or more offenses	49.0	41.0	56.0	41.0	34.0	72.0	82.0	81.0	61.0
Percent of schools reporting, by type of offense:									
Rape	0.23	0.15	0.07	0.23	0.11	0.49	1.02	0.38	0.38
Robbery	3.25	1.81	4.87	1.22	0.84	7.95	16.18	9.51	3.46
Assault	7.98	3.96	10.61	3.09	1.39	21.07	40.54	24.72	10.50
Personal theft	14.91	9.31	14.73	9.18	6.59	33.14	44.05	38.39	24.64
Burglary	34.15	30.43	41.69	28.92	26.11	46.28	58.04	52.87	36.37
Arson	3.73	2.00	4.88	1.58	0.94	9.35	14.84	12.80	4.43
Bombing	6.70	3.92	7.08	3.51	2.69	15.76	20.68	20.46	10.06
Disorderly conduct	8.36	5.13	9.19	4.53	3.65	18.88	24.83	22.25	13.84
Drug abuse	10.54	3.40	2.11	5.04	2.27	33.77	40.63	44.10	22.79
Alcohol abuse	5.26	1.68	1.78	2.16	1.09	16.91	15.65	20.16	14.81
Weapons	4.45	2.20	4.97	2.16	0.77	11.77	25.06	13.59	5.09

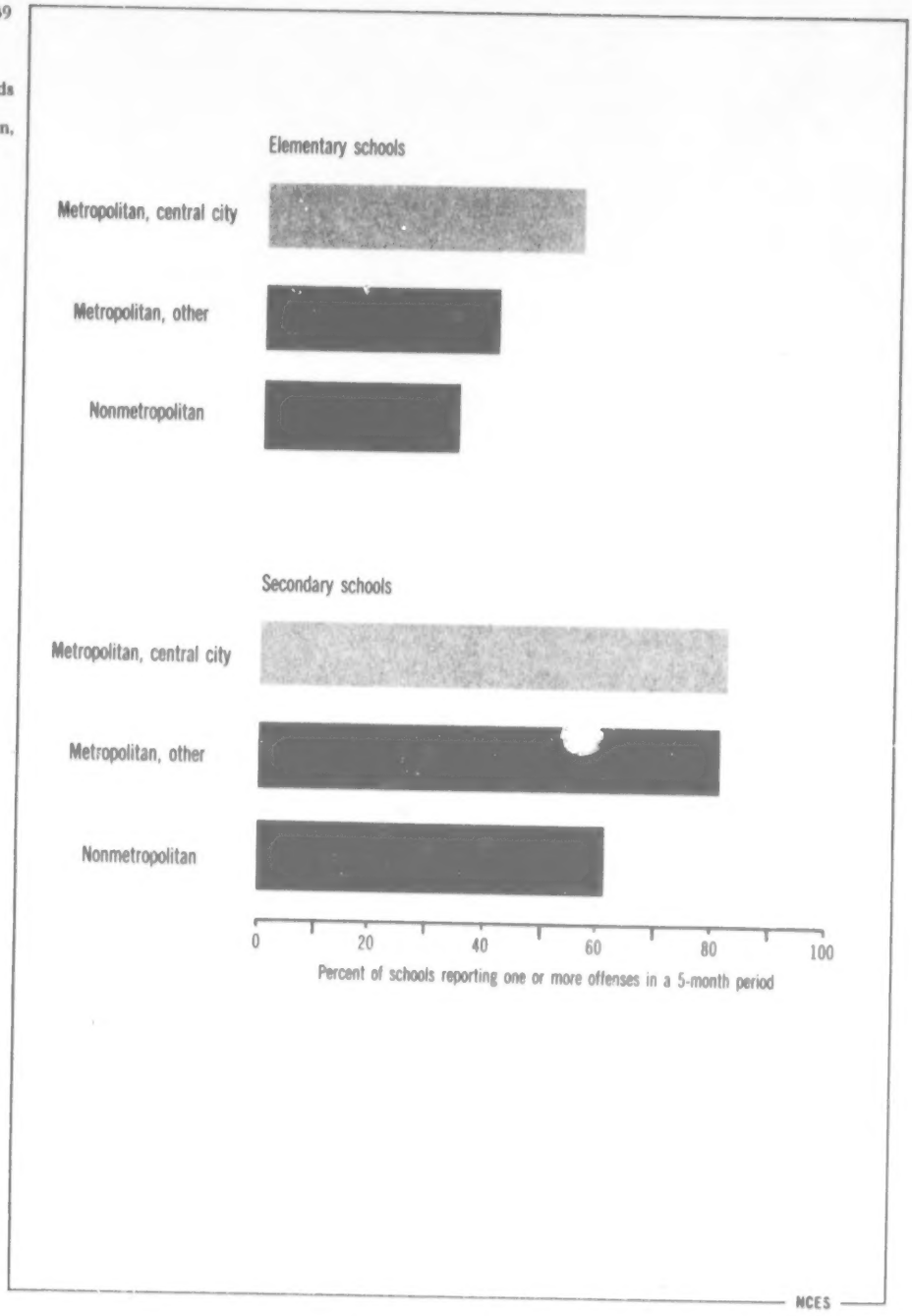
[1] Includes only those offenses committed on school premises. Offenses may involve non-students as offender or victim.
[2] Public and nonpublic schools excluding those that combine elementary and secondary grades.

NOTE: Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, "Safe School Study".

Chart 2.20
Schools Reporting Criminal Offenses to Police

Within a 5-month period, 49 percent of all schools reported one or more criminal offenses to the police. More than two-thirds of the secondary schools reported offenses; most often, these were burglary, theft, and drug abuse cases.



*U.S. GOVERNMENT PRINTING OFFICE: 1979 281-252/2121 1-3